

The 28th Annual

Boston University  
Conference on  
Language Development

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Language Development

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Language Development

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Language Development

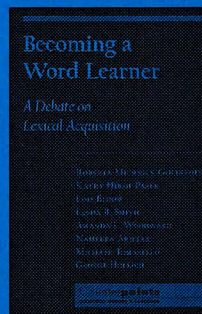
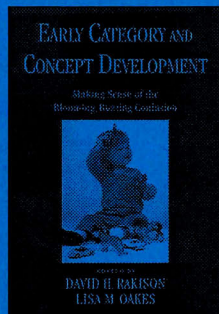
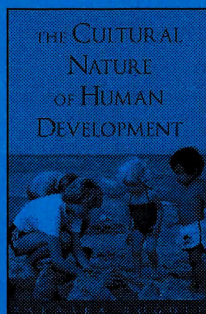
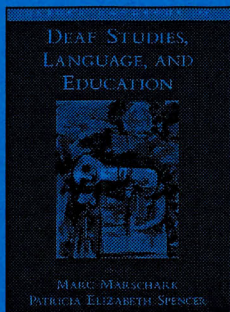
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Language Development

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Language Development



October 31, November 1, 2, 2003

# New and Forthcoming from OXFORD



## OXFORD HANDBOOK OF DEAF STUDIES, LANGUAGE, AND EDUCATION

Edited by **Marc Marschark**, *Rochester Institute of Technology*, and **Patricia Elizabeth Spencer**, *Gallaudet University*  
Written to be accessible to students and practitioners as well as researchers, this is a uniquely ambitious work that will alter both theoretical and applied landscapes. It surveys a field that has grown dramatically over the past 40 years, since sign languages were first recognized by scientists to be true languages. Bringing together historical information, research, and strategies for teaching and service provision, Marc Marschark and Patricia Elizabeth Spencer have given us what is certain to become the benchmark reference in the field.

2003 528 pp.; 38 b/w halftones & line illus  
0-19-514997-1 \$85.00

## THE CULTURAL NATURE OF HUMAN DEVELOPMENT

**Barbara Rogoff**, *University of California, Santa Cruz*

Until recently, traditional understandings of human development held that a child's development is universal and that children have characteristics and skills that develop independently of cultural processes. Barbara Rogoff argues, however, that human development must be understood as a cultural process, not simply a biological or psychological one. Individuals develop as members of a community, and their development can only be fully understood by examining the practices and circumstances of their communities.

2003 448 pp.; 73 b/w halftones & line illus  
0-19-513133-9 \$25.00

## EARLY CATEGORY AND CONCEPT DEVELOPMENT

*Making Sense of the Blooming, Buzzing Confusion*  
Edited by **David H. Rakison**, *Carnegie Mellon University*, and **Lisa M. Oakes**, *University of Iowa*

This is the first book to address key questions related to categorization in early development within a single volume. The authors present a diverse set of views representing cutting-edge empirical and theoretical advances in the field. The result is a thorough review of empirical contributions to the literature, and a wealth of fresh theoretical perspectives on early categorization.

2003 464 pp.; 51 halftones & line illus  
0-19-514293-4 \$70.00

## THE ESSENTIAL CHILD

*Origins of Essentialism in Everyday Thought*  
**Susan A. Gelman**, *University of Michigan*  
Numerous fields stake claims about essentialism, but this book is the first to address the issues surrounding essentialism from a psychological perspective. Gelman synthesizes over 15 years of empirical research on essentialism into a unified framework and explores the broader lessons that the research imparts concerning, among other things, human concepts, children's thinking, and the ways in which language influences thought. This volume will appeal to developmental, cognitive, and social psychologists, as well as to scholars in cognitive science and philosophy. (Oxford Series in Cognitive Development)

2003 392 pp.; 19 halftones & line illus  
0-19-515406-1 \$49.95

## BECOMING A WORD LEARNER

*A Debate on Lexical Acquisition*  
**Roberta Micknick Golinkoff**, *University of Delaware*, **Kathryn Hirsh-Pasek**, *Temple University*, **Lois Bloom**, *Columbia University*, **Linda B. Smith**, *Indiana University*, **Amanda L. Woodward**, *University of Chicago*, **Nameera Akhtar**, *University of California, Santa Cruz*, **Michael Tomasello**, *Max Planck Institute for Evolutionary Anthropology, Germany*, and **George Hollich**, *Johns Hopkins University*

Theories of word acquisition not only deepen our understanding of the nature of language, but provide real insight into the workings of the developing mind. This book presents competing word acquisition theories that have emerged in the past decade by the pioneering researcher.

(Counterpoints)

2000 216 pp.; 21 b/w line illus  
0-19-513031-6 cloth \$60.00  
0-19-513032-4 paper \$14.95

## THE CRADLE OF THOUGHT

*Exploring the Origins of Thinking*  
**Peter Hobson**, *University College, London*  
In *The Cradle of Thought*, Peter Hobson presents a new and provocative theory about the nature and origins of uniquely human thinking. In this fascinating and thought-provoking book, Peter Hobson shows how very early engagement with others fosters the child's growth out of the cradle of infancy and into the realm of human thought and culture.

June 2003 304 pp.  
0-19-521954-6 \$32.00

## HOW BABIES TALK

*The Magic and Mystery of Language in the First Three Years of Life*  
**Roberta Micknick Golinkoff**, *University of Delaware*, **Kathryn Hirsh-Pasek**, *Temple University*

This book explains exactly how babies learn language in their first three years of life. This accessible guide for parents outlines the milestones babies reach and how parents can help their babies reach them. Few books have explored the incredible feat of learning language in such fascinating detail, and no other authors are as well qualified to explain it. A critical contribution to the literature of parenting and child development, *How Babies Talk* will serve as the premier language facilitator for generations to come. 1999 (paper July 2000)

0-52-594455-9 cloth \$25.95  
0-45-228173-3 paper \$14.00

To order this book directly from Penguin Putnam using VISA, Mastercard, or American Express, you may Call (800) 788-6262 or Fax your order to (800) 227-9604 or (201) 256-0017

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# Table of Contents

Welcome .....	4
Acknowledgements.....	5
General Information.....	6
Schedule at a Glance.....	7
Conference Schedule.....	8-12
Friday, October 31.....	8
Saturday, November 1.....	9
Sunday, November 2.....	10
Poster Session I (Friday, October 31).....	11
Poster Session II (Saturday, November 1).....	12
Friday Sessions.....	13-25
9:00 AM.....	13
9:30 AM.....	14
10:00 AM.....	15
11:00 AM.....	16
11:30 AM.....	17
12:00 PM.....	18
2:00 PM.....	19
2:30 PM.....	20
3:00 PM.....	21
4:00 PM.....	22
4:30 PM.....	23
5:00 PM.....	24
Keynote Address.....	25
Poster Session I.....	26-31
Saturday Sessions.....	32-42
9:00 AM.....	32
9:30 AM.....	33
10:00 AM.....	34
11:00 AM.....	35
11:30 AM.....	36
2:15 PM.....	38
2:45 PM.....	39
3:15 PM.....	40
4:15 PM.....	41
4:45 PM.....	42
Lunchtime Symposium.....	37
Plenary Address.....	43
Poster Session II.....	44-48
Sunday Sessions.....	49-55
9:00 AM.....	49
9:30 AM.....	50
10:00 AM.....	51
11:00 AM.....	52
11:30 AM.....	53
12:00 PM.....	54
12:30 PM.....	55
Alternates.....	56-57
Publishers' Addresses.....	58
Authors' Addresses.....	58-63
Index.....	64-65

# Welcome

## Our 28th Year

We would like to welcome all of you to the Twenty-Eighth Annual Boston University Conference on Language Development. This conference was started in 1976 and has been organized by graduate students in Boston University's Program in Applied Linguistics ever since. Over the years, various faculty members have generously given their time and energy as advisors to the conference, and several generations of graduate students have achieved continuity from one year to the next. The organizers have been honored to host participants from around the world, including linguists, psychologists, and other researchers of language acquisition and development. We thank them all for the research accomplishments they have shared with us here over the past quarter century.

## Invited Speakers

At this year's conference, we are honored to have Janet Dean Fodor and Mabel Rice as our featured speakers. Professor Fodor will present Friday's Keynote Address, "Evaluating models of parameter setting." Saturday's program will close with Professor Rice's Plenary Address, which is entitled "Language growth of children with Specific Language Impairment and unaffected children: Timing mechanisms and linguistic distinctions."

We are pleased to once again host a Symposium during the lunch period on Saturday. The focus of the symposium is "What can language development tell us about linguistic relativity?" with presentations from Lila Gleitman, John Lucy, Anna Papafragou and Lera Boroditsky. Ray Jackendoff will be moderator for the symposium.

## Paper and Poster Presentations

The rest of the program is devoted to a wide range of papers chosen from submitted abstracts. This year we received over 300 submissions, each of which was sent out to five reviewers for anonymous review. Of these, 87 papers were selected for presentation. In addition, we have increased our acceptance to include 44 poster presentations this year. We are sorry to have not had space to include more of the many excellent submissions we received. We have also included abstracts for those individuals who generously agreed to serve as alternates in case of cancellations.

## Proceedings

Once again this year, we will be publishing the Proceedings of the Conference, including both papers presented and those selected for alternate status. Information about ordering copies is available in your registration folders and at the Cascadilla Press table during the book exhibit. We will also be starting a new online supplement to the proceedings for papers accepted for poster presentation, which will be published on the web by Cascadilla Press.

## New this year

The year 2003 has seen many changes for the BUCLD, many in response to suggestions made by our attendees from previous years. This is our first year with poster sessions, which has enabled us to increase the total number of papers accepted to the conference. We will therefore be expanding our proceedings: papers presented as posters at the BUCLD will be published by Cascadilla Press in the new online supplement to the proceedings. We have also extended our book exhibit: many publishers will have displays on Friday, as well as Saturday and Sunday. Finally, BUCLD 28 has seen a number of technological advances. We have implemented new online electronic systems for abstract submissions, review, and pre-registration. Additionally, the review software we used allowed us to collect comments from reviewers to pass back to authors of abstracts. We would like to thank all of you who used our new systems for your patience and your feedback.

## Enjoy

We are committed to providing an on-going forum for work in the diverse field of language development here at Boston University. We hope you will enjoy the conference!

**The 2003 Conference Committee**  
**Alejna Brugos, Linnea Micciulla, and Christine Smith**

## Coordinators

**Rossie Clark-Cotton ~ Jean Crawford ~ Ellen Dormitzer ~ Marj Hogan ~ Michael Kaplan ~ Rebecca Shepardson**

Boston University Conference on Language Development  
96 Cummington Street, Room 244  
Boston, MA 02215

e-mail: langconf@bu.edu phone: (617) 353-3085

*For general information about the conference, visit our website at: <http://www.bu.edu/linguistics/APPLIED/BUCLD/>*

## Acknowledgements

The Boston University Conference on Language Development is organized each year by students from the Program in Applied Linguistics. Every year, we depend upon the proceeds generated by registration and exhibition fees to cover the costs of hosting the conference, and we are very grateful to all our participants for providing this support. In addition, this year's conference is supported in part by the National Science Foundation under Grant No. BCS-0130353 and the National Institutes of Health under Grant No. R13 HD42130-01, for which we are also grateful.

We would like to thank the many graduate and undergraduate students who contributed their time and efforts both throughout the past year and during this weekend. We are particularly thankful to the faculty and staff of the Program in Applied Linguistics and the School of Education for their support and encouragement.

Special thanks to our faculty advisor, Shanley Allen, for her care and attention to detail that have helped to ensure a successful conference. Professor Allen has been an invaluable resource to us in the process of organizing the conference. Her expertise and constant support are tremendously appreciated.

We would also like to acknowledge the efforts of the Office of Conference Services and the Office of Disability Services. Our thanks to Andrew Vigue of Conference Services, whose skill and experience has provided us with the proper equipment, facilities, and refreshments for the conference. We are also very grateful to Laurie Shaffer of Disability Services for providing sign-language interpreters.

We are especially grateful to the Linguistics Department at UCSD for making their abstract review software (Pasha) available to us, which was developed there for the 2002 West Coast Conference on Formal Linguistics. In particular, we extend our warmest thanks to Ezra Van Everbroeck, who designed the software, for spending his valuable time working with us to implement and adapt the software to our needs.

Finally, we would like to thank the 77 reviewers listed below who read and rated the abstract submissions we received this year. The high quality of the abstracts makes it especially difficult to assemble a program of just 87 papers and 44 posters. We are particularly grateful for the thought and care with which they reviewed each submission.

Shanley Allen  
Arto Anttila  
Jon Barnes  
Edith Bavin  
Heike Behrens  
David Birdsong  
Paul Bloom  
Melissa Bowerman  
Cynthia Brown  
Joyce Bruhn de Garavito  
Nancy Budwig  
Harald Clahsen  
Peter Coopmans  
Stephen Crain  
Katherine Demuth  
Jill deVilliers  
Kenneth Drozd  
Catharine H. Echols  
Richard Ely  
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Cynthia Fisher  
Fred Genessee  
LouAnn Gerken  
Heather Goad  
Susan Goldin-Meadow  
Peter Gordon

John Grinstead  
Paul Hagstrom  
Cornelia Hamann  
Catherine L. Harris  
Marco Haverkort  
Bart Hollebrandse  
Aafke Hulk  
Nina Hyams  
Alan Juffs  
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Deborah Kelemen  
Wolfgang Klein  
Donna Lardiere  
Beth Levin  
Jeffrey Lidz  
Elena V.M. Lieven  
Richard P. Meier  
Lise Menn  
James Morgan  
Letitia Naigles  
Carol Neidle  
Elissa Newport  
Cathy O'Connor  
Mitsuhiko Ota  
Johanne Paradis  
Joe Pater

William Philip  
Colin Phillips  
Clifton Pye  
Marnie Reed  
Mabel Rice  
Thomas Roeper  
Danielle Ross  
Lynn Santelmann  
Jeannette Schaeffer  
Carson Schutze  
Bonnie D. Schwartz  
Yasuhiro Shirai  
Leher Singh  
William Snyder  
Rex Sprouse  
Carol Stoel-Gammon  
Helen Tager-Flusberg  
Margaret Thomas  
Michael Tomasello  
Anne Vainikka  
Laura Wagner  
Juergen Weissenborn  
Lydia White  
Fei Xu  
Andrea Zukowski

# General Information

## Registration and Session Locations

All sessions will be held in the George Sherman Union, 775 Commonwealth Avenue. Registration will take place in the 2<sup>nd</sup> floor lobby. You may register on Friday starting at 8:00 AM. On Saturday and Sunday, registration will begin at 8:30 AM.

*Please register before attending the sessions.* We rely greatly upon registration fees to cover the costs of the Conference. We appreciate your willingness to wear your name badge; you may be asked to present it before entering sessions.

## Plenary events

The Keynote Address will be delivered by Janet Dean Fodor on Friday at 8:00 PM in Metcalf Large. Poster Session I (attended) with desserts will immediately follow in Metcalf Small.

The Plenary Address will be given by Mabel Rice on Saturday at 5:30 PM in Metcalf Large. Poster Session II (attended) with hors d'oeuvres will immediately follow the address in Metcalf Small.

## Poster Sessions

Poster Session I: 22 posters will be on display throughout the day Friday in Metcalf Small, beginning at 9:00 AM. There will be two attended Poster Sessions on Friday: one at 10:30 AM and one at 9:15 PM, in Metcalf Small. Refreshments will be available at both sessions.

Poster Session II: 20 posters will be on display throughout the day Saturday in Metcalf Small, beginning at 9:00 AM. There will be two attended Poster Sessions on Saturday: one at 10:30 AM and one at 6:45 PM, in Metcalf Small. Refreshments will be available at both sessions.

## Special Sessions

A BUCLD Business Meeting will be held on Friday at 12:45 PM in the Conference Auditorium. Bagged lunches will be available on a first-come first-serve basis in the 2<sup>nd</sup> floor lobby.

A Lunchtime Symposium on "What can language development tell us about linguistic relativity?" with presentations from Lila Gleitman, John Lucy, Anna Papafragou, and Lera Boroditsky, moderated by Ray Jackendoff, will be held on Saturday at 12:15 PM in Metcalf Large. Bagged lunches will be available on a first-come first-served basis in the 2<sup>nd</sup> floor lobby.

A special session entitled "Federal funding: What's hot and how to apply" will be facilitated by Peggy McCardle (NIH) and Joan Maling (NSF) on Saturday at 8:00 AM in the Conference Auditorium. Coffee and bagels/muffins will be provided.

## Additional Information

- Parking is available at: the lot at Granby St. (near Burger King) for \$12 on Friday, and \$6 on Saturday; the lot at 808 Commonwealth Avenue for \$6, Friday only; the lot at BU Bridge, 1 University Road for \$6, Saturday only. No parking lot is available on Sunday, but there is free on-street parking.
- Temporary luggage storage space will be made available next to the registration desk. The area will be staffed during conference sessions only. Although a student volunteer will be present in the registration area, participants leave their luggage at their own risk.
- A nursing room will be available for nursing mothers (GSU 310-311).
- Publishers' exhibits will be held in the Ziskind Lounge on Friday and Saturday from 8:30 AM to 5:00 PM, and Sunday from 8:30 AM to 1:00 PM. For a list of exhibitors, see page 60.
- NSF and NIH consultation hours will be held in the Ziskind Lounge. Peggy McCardle (NIH) will have consultation hours on Friday from 9 am - 12:30 pm and 2 pm - 5:30 pm, and on Saturday from 9 am - 11:30 am. Joan Maling (NSF) will have consultation hours on Saturday from 9 am-12:00 pm and 2:15 pm-5:15 pm.
- Refreshments will be served in the Ziskind Lounge during all breaks, and also in Metcalf Small during attended poster sessions. A list of local restaurants is provided in your registration packet, and the Food Court on the ground floor of the George Sherman Union offers a wide selection. Bagged lunches will be available on Friday and Saturday on a first-come first-served basis in the second floor lobby.

The Registration desk provides the following services:

**ASL Interpreters ~ Message Board ~ Lost and Found ~ Campus Maps ~ MBTA Maps**

The 29<sup>th</sup> Annual Boston University Conference on Language Development is tentatively scheduled to be held on November 5, 6, and 7, 2004, at Boston University.

## Schedule at-a-glance

### Friday, October 31

8:00 am	Registration Begins
9:00 am -10:30 am	Talks
10:30 am -11:00 am	Poster Session I Attended with refreshments and Morning Break with refreshments
11:00 am – 12:30 pm	Talks
12:45 pm - 2:00 pm	BUCLD Business Meeting
2:00 pm - 3:30 pm	Talks
3:30 pm - 4:00 pm	Afternoon Break with refreshments
4:00 pm - 5:30 pm	Talks
5:30 pm - 8:00 pm	Dinner Break
8:00 pm	Keynote Address
9:15 pm	Poster Session I Attended with refreshments

### Saturday, November 1

8:00 am	Funding Symposium
8:30 am	Registration Begins
9:00 am - 10:30 am	Talks
10:30 am - 11:00 am	Poster Session II Attended with refreshments and Morning Break with refreshments
11:00 am – 12:30 pm	Talks
12:15 pm -2:00 pm	Lunch Symposium
2:15 pm -3:45 pm	Talks
3:45 pm -4:15 pm	Afternoon Break with refreshments
4:15 pm -5:15 pm	Talks
5:30 pm	Plenary Address
6:45 pm	Poster Session II Attended with refreshments

### Sunday, November 2

8:30 am	Registration Begins
9:00 am - 10:30 am	Talks
10:30 am - 11:00 am	Morning Break with refreshments
11:00 am –1 pm	Talks

Time	Session A Metcalf Large	Session B Conference Auditorium	Session C Terrace Lounge
9:00	C. FENNEL, J. WERKER: Applying speech perception to word learning at 14 months: The effects of word knowledge and familiarity	J. RISPENS, P. BEEN: Morphosyntax and literacy in children with developmental dyslexia and SLI	Y. SU: Chinese children's <i>ziji</i>
9:30	H. STORKEL, J. YOUNG: Homonymy in the developing mental lexicon	C. WILSENACH, F. WIJNEN: Perceptual sensitivity to morphosyntactic agreement in language learners: A longitudinal investigation of Dutch children at risk for developing dyslexia	P. COOPMANS, M. KRUL, E. PLANTING, I. VLASVELD, A. VAN ZOELLEN: Dissolving a Dutch delay in the acquisition of syntactic and logophoric reflexives
10:00	C. KIRK, A. SEIDL: Production and perception of unstressed initial syllables: Implications for lexical representations	S. EBBELS, H. VAN DER LELY, J. DOCKRELL: Phonological and morphosyntactic abilities in SLI children: Is there a causal relationship?	S. ZUCKERMAN, I. VLASVELD: Reference to a 'guise' in child language
10:30	POSTER SESSION I Attended (Metcalf Small)		BREAK (Ziskind Lounge)
11:00	S. HOCKEMA: Word segmentation using phonetic transition probabilities	C. MARSHALL, H. VAN DER LELY: The status of derivational morphology: Evidence from children with Grammatical-Specific Language Impairment	J. BARLOW: Variation in cluster production patterns by Spanish-speaking children
11:30	S. THOMPSON, E. NEWPORT: Statistical learning of syntax: The role of transitional probability	C. JAKUBOWICZ, L. ROULET: Do French-speaking children with SLI present a selective deficit on tense ?	N. PAN, W. SNYDER: Acquisition of /s/-initial clusters: A parametric approach
12:00	R. GOMEZ, J. LANY, K. CHAPMAN: Dynamically guided learning	V. SHAFER, R. SCHWARTZ, K. KESSLER: ERP indices of phonological processing in children with SLI	M.-H. CÔTÉ, J.-P. CHEVROT: The acquisition of the French liaison
12:45	LUNCH MEETING: BUCLD Business Meeting (Conference Auditorium)		
2:00	L. BORODITSKY, M. RAMSCAR, W. HAM: How learning a language can change the way you think: The case of temporal language in English and Indonesian	S. BERK: Acquisition of verb agreement under delayed first language input	J. VAN KAMPEN: The rise of the standard EPP in the acquisition of non-pro-drop languages
2:30	L. SHAPIRO: Child directed speech and the enculturation of interpersonal understanding in the United States and Japan	G. MORGAN, I. BARRIÈRE, B. WOLL: The independent acquisition of verb agreement and classifiers in British Sign Language	T. GORO: On the distribution of <i>to</i> -infinitives in early child English
3:00	E. GOLDBERG-STEINGOLD, K. SHUTTS, E. SPELKE: Young children's extensions of novel adjectives across solid objects and substances	R. MAYBERRY, G. WATERS, C. CHAMBERLAIN, P. HWANG: Word recognition by deaf children who use sign language: If not phonological encoding, then what?	C. SCHÜTZE: Why nonfinite <i>be</i> is not omitted while finite <i>be</i> is
3:30	BREAK (Ziskind Lounge)		
4:00	M. COPPOLA, E. NEWPORT: The emergence of the grammatical category of Subject in home sign: Evidence from family-based gesture systems in Nicaragua	S. WRIGHT: Innovations with <i>un-</i> prefixation	D. LARDIERE: Knowledge of definiteness despite variable article omission in second language acquisition: The role of transfer
4:30	S. ÖZÇALIŞKAN, S. GOLDIN-MEADOW: When mothers do not lead their children by the hand	J. ZAPP: Frequency in the input and children's mastery of the regular English plural	J.-H. KIM, S. MONTRUL: Binding interpretations in Korean heritage speakers
5:00	A. HAMMOND: Developmental exploration of non English sequences found in created gesture systems	M. RAMSCAR: When - and why - might children say <i>mice eater</i> ?	E. ZWANZIGER, S. ALLEN, F. GENESEE: Investigating crosslinguistic influence in child bilinguals: Sentential subject omission in speakers of Inuktitut and English
5:30	DINNER BREAK		
8:00	KEYNOTE ADDRESS: Janet Dean Fodor (Metcalf Large) Evaluating models of parameter setting		
9:15	POSTER SESSION I Attended (Metcalf Small)		

8:00	NSF/NIH FUNDING SYMPOSIUM: What's hot and how to apply (Conference Auditorium)		
Time	Session A Metcalf Large	Session B Conference Auditorium	Session C Terrace Lounge
9:00	S. YUAN, P. LI, H. HUANG, J. SNEDEKER: Cross-cultural differences in the input to early word learning: Word-to-world mapping in Mandarin and English	M. RING, H. CLAHSSEN: A-chains in children with developmental disorders	T. SUZUKI, N. YOSHINAGA: Linearity or hierarchy in the child grammar: Data from quantifier floating in Japanese
9:30	R. PULVERMAN, R. GOLINKOFF: Starting out on the right path: Seven-month-olds' attention to potential verb referents in nonlinguistic events	T. GRÜTER: Teasing apart L2 and SLI: Will comprehension make the difference?	A. GUALMINI, S. CRAIN: Operator conditioning
10:00	S. PRUDEN, K. HIRSH-PASEK, M. MAGUIRE, M. MEYER: Foundations of verb learning: Infants categorize path and manner in motion events	S. CRONEL-OHAYON, C. HAMANN: The elicited production of questions in French children with SLI : Merge not Move!	J. GRINSTEAD: Overgeneralization and expletive negation
10:30	POSTER SESSION II Attended (Metcalf Small)		BREAK (Ziskind Lounge)
11:00	T. MINTZ: Morphological segmentation in 15-month-old infants	D. COLES-WHITE, J. DEVILLIERS, T.ROEPER: Emergence of barriers to wh-movement, negative concord and quantification	S. SOLT, Y. PUGACH, E. KLEIN, K. ADAMS, T. STOYNESHKA, T. ROSE: L2 perception and production of the English regular past: Evidence of phonological effects
11:30	R. ZANGL, A. FERNALD: Sensitivity to function morphemes in on-line sentence processing: Developmental changes from 18 to 36 months	J. LIDZ, E. McMAHON, K. SYRETT, J. VIAU, F. ANGGORO, J. PETERSON-HICKS, E. SNEED, A. BUNGER, T. FLEVARIS, A. GRAHAM, K. GROHNE, Y. LEE, E. STRID: Quantifier raising in 4-year-olds	W. BAKER, P. TROFIMOVICH, M. MACK: Learning second-language intonation: Are children better than adults?
12:15	LUNCH SYMPOSIUM: What can language development tell us about linguistic relativity? L. GLEITMAN, J. LUCY, A. PAPAFRAGOU, L. BORODITSKY, R. JACKENDOFF (moderator) (Metcalf Large)		
2:15	B. SARNECKA, V-G. KAMENSKAYA, T. OGURA, Y. YAMANA, J.-B. YUDOVINA: Language as lens: Morphological cues guide children's attention to number	R. THORNTON: <i>Why</i> continuity	M. COLLINS: The quality of input: ESL preschoolers' English vocabulary acquisition from storybook reading
2:45	P. LI, M. LE CORRE, R. SHUI, G. JIA: A cross-linguistic study of the role of singular-plural in number word learning	C. SOARES: Computational complexity and the acquisition of the CP domain	Y. UCHIKOSHI: Narrative development in bilingual kindergarteners
3:15	K. STROMSWOLD, E. SHEFFIELD: Third trimester auditory stimulation selectively enhances language development	W. SNYDER, T. ROEPER: Learnability and recursion across categories	I. ARTEAGOITIA, E. HOWARD: The English spelling development of Spanish/English bilingual children: Cross-linguistic and intra-linguistic factors
3:45	BREAK (Ziskind Lounge)		
4:15	H. CLAHSSEN, A. HAHNE, J. MUELLER: Second language learners' processing of inflected words: Behavioral and ERP evidence for storage and decomposition	H. SONG, C. FISHER: The development of preschoolers' sensitivity to discourse cues in on-line pronoun interpretation	J. STITES, C. KIRK, K. DEMUTH: Markedness vs. frequency effects in coda acquisition
4:45	K. KESSLER, G. MARTOHARDJONO, V. SHAFER: ERP correlates of age and proficiency effects on L2 processing of syntactic and inflectional information	B. SKARABELA, S. ALLEN: The context of non-affixal arguments in child Inuktitut: The role of joint attention	M. KEHOE, G. HILAIRE: The structure of branching onsets and rising diphthongs: Evidence from acquisition
5:30	PLENARY ADDRESS: Mabel Rice (Metcalf Large) Language growth of children with SLI and unaffected children: Timing mechanisms and linguistic distinctions		
6:45	POSTER SESSION II Attended (Metcalf Small)		

Time	Session A Metcalf Large	Session B Conference Auditorium	Session C Terrace Lounge
9:00	A. KOVACS: Implications of early bilingualism in theory of mind development	M. NAKAJIMA, T. SANO: Early acquisition of nominative-genitive conversion in Japanese	S. OUTCALT, L. DEKYDTSPOTTER: The resolution of scope ambiguity in English-French sentence interpretation
9:30	T. MATSUI, Y. MURAKAMI, T. YAMAMOTO, P. MCCAGG: Japanese preschoolers' early understanding of (un)certainly: A cultural perspective on the role of language in development of theory of mind	B. ZURER-PEARSON: The role of optional vs. obligatory cues in the acquisition of passive in two dialects of English and in language impairment	T. IONIN, H. KO, K. WEXLER: A definite pattern of L2-English article use: The role of specificity
10:00	P. SCHULZ, A. MEISSNER: Understanding theory of mind and complementation: The linguistic determinism hypothesis revisited	B. NARASIMHAN: Agent case-marking in Hindi child language	Y. MIYAMOTO, K. OKADA: Topicalization and wh-movement in the grammar of Japanese EFL learners
10:30	BREAK (10:30-11:00)		
11:00	E. THIESSEN, J. SAFFRAN: Infants' acquisition of stress-based word segmentation strategies	P. GORDON: The origins of argument structure in infant event representations	E. GAVRUSEVA: On the asymmetry in the development of copula and auxiliary be in child L2 English
11:30	S. CURTIN, J. WERKER: Patterns of new word-object associations	J. LEE, J. NELSON, L. NAIGLES: Syntactic bootstrapping: A viable strategy for Mandarin verb learners	S. UNSWORTH: Child L1, child L2 and adult L2 acquisition: Differences and similarities
12:00	K. CHAMBERS, K. ONISHI, C. FISHER: Going beyond the input: Extending newly learned phonotactic regularities	A. BUNGER, J. LIDZ: Syntactic bootstrapping and the internal structure of causative events	S. VAN BOXTEL, T. BONGAERTS, P.-A. COPPEN: The critical period hypothesis for syntax in SLA and the role of the first language
12:30	M. CHRISTIANSEN, F. REALI, P. MONAGHAN, N. CHATER: Language acquisition through multiple-cue integration: Differential contributions of phonological and distributional cues	K. CASSIDY, A. PAPAFRAGOU, L. GLEITMAN: Observational and syntactic support for the acquisition of mental verbs	H. GOAD, L. WHITE: (Non)native-like ultimate attainment: The influence of L1 prosodic structure on L2 morphology

ADDITIONAL SCHEDULING NOTES

1. Times available for consultation with NSF and NIH program officers will be posted at the conference.
2. Book exhibits from over 15 publishers will be on display Friday through Sunday.
3. A nursing room will be available throughout the weekend for nursing mothers.
4. A limited number of bag lunches will be available for purchase on Friday and Saturday.

ALTERNATES

D. CHAMBLESS	Asymmetries in cluster acquisition in word initial vs. medial position
K. DEEN	Object agreement and specificity in Nairobi Swahili
S. EISENBEISS, A. MATSUO	External and internal possession: A comparative study of German and Japanese child language
M. ENDO	Developmental issues on the interpretation of focus particles by Japanese children
M. ESPAÑOL-ECHEVARRÍA, P. PRÉVOST	The acquisition of morphology does not trigger the acquisition of underlying syntactic properties in SLA: Evidence from the L2 acquisition of number specification on Spanish quantifiers
E. OH, M.-L. ZUBIZARRETA	Do restricted L1 structures emerge in the interlanguage grammar?
M. SCHMITZ, L. SANTELMANN, B. HÖHLE	The acquisition of discontinuous verbal dependencies by German 19-month-olds: Implications for cross-linguistic language processing

Friday, October 31  
 Posters will be on display from 9:00 AM to 10:00 PM

Authors	Title
M. CABRERA, M.-L. ZUBIZARRETA	Top-down vs. bottom-up transfer: Overgeneralized causatives in L2 English and L2 Spanish
D. CHAMBLESS	Asymmetries in cluster acquisition in word initial vs. medial position
C. DYE, C. FOLEY, M. BLUME, B. LUST	Syntax first: Mismatches between morphology and syntax in first language acquisition elucidate linguistic theory
A. FUSE, L. McDONOUGH	Task pragmatics and the lexicon: A re-examination of the role of language in cognition
J. GIERUT, H. STORKEL, M. MORRISSETTE	Children's representations: What they know and how they know it
J. GILKERSON	Perception of natural and unnatural phonemic categories: Evidence for innate knowledge
M. HARA	Optionality as 'demarking' in an advanced L2-state
M.-H. IMMORDINO-YANG	A tale of two cases: Affective prosody after right and left hemispherectomy
G. JIA, Y. SHIRAI	The acquisition of English tense-aspect morphology by native Mandarin speakers: A longitudinal study
E. KLEIN, I. STOYNESHKA, K. ADAMS Y. PUGACH, S. SOLT, T. ROSE	The interaction of lexical aspect and phonological salience on regular past tense affixation in L2 English
M. MEYER, S. LEONARD, K. HIRSH-PASEK, M. IMAI, E. HARYU, R. PULVERMAN, D. ADDY	Making a convincing argument: A crosslinguistic comparison of noun and verb learning in Japanese and English
J. MUSOLINO, A. GUALMINI	The scope of partitivity in child language
T. NICOL, B. LANDAU, P. RESNIK	Discovering the invisible: Children's acquisition of the implicit object construction
K. PENCE, M. WINN	More verbs to come: The developing focus on verbs in parents' speech to infants
F. REALI, M. CHRISTIANSEN	Reappraising poverty of stimulus argument: A corpus analysis approach
P. ROYLE, E. THORDARDOTTIR	The acquisition of the French inflection: The influence of age, verb vocabulary size, and MLU
C. SCHMITT, C. HOLTUEUER, K. MILLER	Acquisition of copulas <i>ser</i> and <i>estar</i> in Spanish: Learning lexico-semantics, syntax and discourse
N. SETHURAMAN	Influence of parental input on learning argument structure constructions
L. SINGH, K. WHITE	The specificity of early lexical representations: Differential encoding of affect, amplitude, and absolute pitch
J. SNEDEKER, J. GEREN, I. MARTIN	I'd do it all again: Early language acquisition in internationally-adopted children
G. TESAN	To be or not to be - an affix: Inflectional development in child language
K. THORPE, A. FERNALD	How 2-year-olds process prenominal adjectives in continuous speech

Saturday, November 1	
Posters will be on display from 9:00 AM to 7:30 PM	
Authors	Title
H. DEACON	What young children know about more: 18- to 20-month-old infants' perception of the plural morpheme
S. EISENBEISS, A. MATSUO	External and internal possession: A comparative study of German and Japanese child language
M. ENDO	Developmental issues on the interpretation of focus particles by Japanese children
R. HATTORI	Why do children say <i>did you went?</i> : The role of do-support
R. HERMAN, N. GROVE, G. MORGAN, H. SUTHERLAND, B. WOLL	The development and use of a narrative skills test in British Sign Language
T. HÜTTNER, H. DRENHAUS, R. VAN DE VIJVER, J. WEISSENBORN	The acquisition of the German focus particle <i>auch/too</i> : Comprehension does not always precede production
E. KRIKHAAR	Patterns in comprehension of verb morphology in Dutch: Evidence from syntactic bootstrapping experiments
K. MATSUOKA	Addressing the syntax-semantics-pragmatics interface: The acquisition of the Japanese additive particle <i>mo</i>
K. MURASUGI, T. HASHIMOTO, S. KATO	On the acquisition of causatives in Japanese
I. MUTSUMI, E. HARYU, H. OKADA	The role of argument structure and object familiarity in Japanese children's verb learning
E. OH, M.-L. ZUBIZARRETA	Do restricted L1 structures emerge in the interlanguage grammar?
O. OLBISHEVSKA	Against the Aspect First Hypothesis
A. PEREZ-LEROUX, A. MUNN, C. SCHMITT, M. DEIRISH	Learning definite determiners: Genericity and definiteness in English and Spanish
A. REVITHIADOU, M. TZAKOSTA	Alternative grammars in acquisition: Markedness- vs. faithfulness-oriented learning
E. RUIGENDIJK, S. BAAUW, S. AVRUTIN, N. VASIC	The production of SE and SELF-anaphors in Dutch child language
M. SCHMITZ, L. SANTELMANN, B. HÖHLE	The acquisition of discontinuous verbal dependencies by German 19-month-olds: Implications for cross-linguistic language processing
K. SZENDROI	Acquisition evidence for a unified view of focal ambiguity and stress
J. TRAN, K. DEEN	Aspect marking and modality in child Vietnamese
K. YAMAKOSHI	Children's understanding of the universal quantifier <i>wh+mo</i> in Japanese
N. YUSA, K. FUKUCHI	Japanese learners of English are easy to confuse <i>l</i> and <i>r</i> : Experiencer-raising in second language acquisition

## Session A--Metcalf Large

Applying speech perception to word learning at 14 months:  
The effects of word knowledge and familiarity

*Christopher Fennell and Janet Werker*  
*University of British Columbia*

We know from previous work that, in a Switch associative word learning task, infants of 14 months fail to learn two minimally different words (Stager & Werker 1997), but they succeed in this same task when tested with minimally different words whose meanings they already know (Fennell & Werker 2003). Recently, Swingle and Aslin (2002) reported that infants this age distinguish a (non-word) mispronunciation from its known counterpart in a visual fixation task. Does the infant need to know the meaning of the target word prior to testing to access its phonetic detail, or is familiarity (without semanticity) with the word adequate? Thirty-two infants aged 14 months were tested in the Switch task on a common word (*doll*), 16 who knew the meaning and 16 who did not. Both groups succeeded, showing that prior familiarity without referential knowledge is sufficient to allow access to phonetic detail by novice word learners.

## Notes

## Session B--Conference Auditorium

Morphosyntax and literacy in children with developmental  
dyslexia and SLI

*Judith Rispens and Pieter Been*  
*University of Groningen*

This study focuses on the relation between subject-verb agreement, phonological (processing) skills, auditory perception, and literacy in children with developmental dyslexia, SLI, and two groups of children with normal language skills (one group matched on the age of the dyslexic and SLI children and one group matched on the reading level of the dyslexic children). Different views on the relation between grammatical and reading deficits can be distinguished: (1) differences in reading experience cause differences in grammatical performance, (2) grammatical deficits are independent of phonological processing problems and impair the development of word decoding skills and (3) phonological processing deficits underlie both grammatical and word decoding problems. The results of the tasks will be discussed in the light of the three hypotheses as sketched above. Furthermore, task performances of the dyslexic children will be compared to those of the SLI children to investigate the proposed overlap between the two syndromes.

## Session C--Terrace Lounge

Chinese children's *ziji*

*Yi-ching Su*  
*National Tsing Hua University*

This study investigated the way Chinese-speaking children interpreted the anaphor *ziji*. Three experiments were conducted using a truth value judgment task. In the first experiment, children (N=25, mean age 4;10) accepted the long-distance interpretation 4% of the time (vs. adults' 27%, N= 33,  $z=4.03$ ,  $p < .05$ ) when the local antecedent was considered in the contexts. In the second experiment, children (N=23, mean age 5;07) accepted the long-distance reading 10% of the time (vs. adults' 30%, N=38,  $z=3.18$ ,  $p < .05$ ) when the local antecedent was never considered. In the third experiment, children (N=19, mean age 5;02) rejected the sentences when *ziji* referred to the matrix object 51% of the time (vs. adults' 100%, N=40,  $z=7.42$ ,  $p < .05$ ). The results showed a gradual development of long-distance interpretation for *ziji*, and that long-distance binding and subject-binding should not be treated as two inseparable consequences of a single LF operation.



## Session A--Metcalf Large

Production and perception of unstressed initial syllables:  
Implications for lexical representations

*Cecilia Kirk, Brown University*  
*Amanda Seidl, Johns Hopkins University*

We tested 24-month-olds on their production and perception of words with initial unstressed syllables. First, we elicited spontaneous productions of eight target words to see whether children produced initial unstressed syllables. Then, in an intermodal-preferential-looking task, we assessed children's comprehension of these same words both with and without the initial unstressed syllable, e.g., a picture of "bananas" was accompanied by two auditory stimuli: *do you see bananas?* and *do you see nanas?* Children looked longer at the target when the question contained the full form than when it contained the truncated form. This result held even for children who reliably truncated these forms in production. This suggests that children who truncate initial unstressed syllables still encode these syllables in their underlying representation. These results support the hypothesis that the frequent omission of initial unstressed syllables by young children is due to constraints on production rather than constraints on perception.

## Notes

## Session B--Conference Auditorium

Phonological and morphosyntactic abilities in SLI children:  
Is there a causal relationship?

*Susan Ebbels and Heather van der Lely*  
*University College London*  
*Julie Dockrell, University of London*

Impaired non-word repetition in SLI children has contributed to claims that phonological impairment causes morphosyntactic deficits. We investigate phonological and grammatical abilities in 15 SLI children (11-15 years), language, and age controls. Phonological abilities were assessed by systematically varying the syllable and metrical structure of repeated non-words. Half the SLI children, despite being impaired on other language measures, showed normal phonological abilities compared to their age controls. However, half the SLI children scored significantly below even their language controls, with no overlap in scores. The two SLI groups did not differ on any syntactic or other language or literacy tests above the single word level. However, they did differ significantly on some tests at the single word level (e.g., subject-verb agreement, past tense formation, reading, and spelling). We discuss the possible impact of phonological structure on these tasks and the implications for theories of SLI and language acquisition.

## Session C--Terrace Lounge

Reference to a 'guise' in child language

*Shalom Zuckerman and Ilse Vlasveld*  
*Utrecht University*

We present experimental results from Dutch-speaking children, exploring reference to a 'guised' antecedent, specifically in relation to Dutch reflexives *zich* and *zichzelf*. Jackendoff (1992) describes a situation where Ringo Starr goes to a wax museum and sees a statue of himself (the guise). The sentence in (1) below, is now ambiguous:

- (1) All of a sudden, Ringo<sub>i</sub> started undressing himself<sub>ij</sub>  
[<sub>i</sub> = Ringo, <sub>j</sub> = the statue]

In Dutch the possibility to refer to a guise exists for the reflexive *zichzelf* but not for *zich*:

- (2) Plotseling begon Ringo<sub>i</sub> zichzelf<sub>ij</sub> uit te kleden.  
[<sub>i</sub> = Ringo, <sub>j</sub> = the statue]  
(3) Plotseling begon Ringo<sub>i</sub> zich<sub>ij</sub> uit te kleden.

The purpose of this study is to evaluate children's understanding of the notion of guise and their ability to detect these subtle differences between *zich* and *zichzelf*. Results from 37 children (truth-value judgment task) show that children understand the notion of guise and are sensitive to the differences between *zich* and *zichzelf*.



## Session A--Metcalf Large

Statistical learning of syntax:  
The role of transitional probability

*Susan Thompson and Elissa Newport*  
*University of Rochester*

Previous research has shown that, for learners to acquire a miniature phrase-structure language, the language must contain cues to the phrases (Morgan, Meier, & Newport 1987). Learners can use transitional probabilities between syllables to segment speech into word-like units (Saffran, Aslin, & Newport 1996). Here we ask whether learners can use transitional probability between words to segment sentences into phrases and acquire the syntax of a miniature language. Adult subjects were exposed to sentences from a miniature language. A pattern in the transitional probabilities between words - high within phrases, low at phrase boundaries - was created by adding syntactic properties that are widespread in natural languages: optional phrases, repeated phrases, moved phrases, different-sized form classes, or all 4 properties combined. All conditions outperformed controls in learning the language. The best learning occurred with all properties combined, despite the fact that this language was the most complex. These results suggest a prominent role for structured statistical learning in the acquisition of syntax.

## Notes

## Session B--Conference Auditorium

Do French-speaking children with SLI present a selective deficit on Tense?

*Célia Jakubowicz and Leslie Roulet*  
*LPE, CNRS, UMR-8581, Université Paris 5*

This paper presents the results of two elicited production and comprehension studies of 3 synthetic (present, imperfect and future) and 2 analytic tense forms (Passé Composé and Pluperfect) conducted with 36 normal children, aged 3 to 6, and 24 children with SLI aged 5 to 13. It is shown that in both groups, the synthetic tenses give rise to better performances than the analytic ones and among the latter, passé composé to perform better than pluperfect. Only the SLI children perform significantly better on the present than on the other two synthetic forms and show a dissociation between comprehension and production in favor of the former. No between group differences are observed with respect to the comprehension tasks. It is argued that SLI children may suffer from a processing difficulty that, while perhaps specific to the domain of language, is not specific to particular linguistic constraints or categories such as Tense.

## Session C--Terrace Lounge

Acquisition of /s/-initial clusters:  
A parametric approach

*Ning Pan, University of Louisiana, Lafayette*  
*William Snyder, University of Connecticut*

Adopting Kaye's (1992) position that an initial /s/ followed by another consonant is a 'coda' preceded by an empty nucleus, we propose that the acquisition of /s/-initial clusters requires the positive settings of two parameters, [+/-Branching rhyme (BR)] and [+/-Magic empty nucleus (MEN)]. This predicts that /s/-initial clusters are never acquired prior to branching rhymes (i.e., with an overt nucleus). The prediction is supported by examination of the Fikkert-Levelt corpora for 12 children acquiring Dutch (Fikkert 1994, Levelt 1994, MacWhinney 2000). None of the children begin using /s/-initial clusters prior to branching rhymes. The one child who fails to use branching rhymes (Jarmo) also fails to produce any /s/-initial clusters. Early errors of schwa insertion before /s/-initial clusters can be explained by the non-adult settings [+BR, -MEN]. A further prediction is that any language with /s/-initial clusters also allows (medial) branching rhymes. We are unaware of any counterexamples.



**Session A--Metcalf Large**

How learning a language can change the way you think:  
The case of temporal language in English and Indonesian

*Lera Boroditsky, Massachusetts Institute of Technology*  
*Michael Ramscar, Stanford University*  
*Wendy Ham, Massachusetts Institute of Technology*

Does acquiring certain aspects of language change the way you attend to and represent the world? Unlike English, Indonesian verbs do not change to include tense or aspect, and other ways of marking temporal information are optional. Does needing to include temporal information in order to speak English grammatically change the way English speakers encode and remember events? One series of studies investigated how English and Indonesian speakers encode and represent action events. On a range of non-linguistic tasks, we found cross-linguistic differences in memory, similarity, and categorization judgments between English- and Indonesian-speaking adults, as well as between Indonesian-English bilinguals tested in English and Indonesian. Another series of studies focused on how (and when) these cognitive differences emerge in the course of language acquisition in L1 English-acquiring children. It appears that learning certain aspects of English changes the way children attend to and represent the temporal structure of events.

**Notes**

**Session B--Conference Auditorium**

Acquisition of verb agreement under delayed  
first-language input

*Stephanie Berk*  
*University of Connecticut*

There is now new evidence for sensitive period effects on first language acquisition from two unrelated children, MEI and CAL. MEI and CAL were not exposed to a first language until approximately 6 years of age. There is no history of physical abuse - just a misdiagnosis through not testing for deafness. MEI and CAL, once exposed to language, were fully immersed in ASL. The results of filming MEI and CAL for 3 1/2 years, from the beginning of their language acquisition process, suggest that sensitive period effects are seen with at least one specific aspect of language - the purely linguistic formal features. Formal features are found in many different domains of language, including verb agreement. MEI and CAL provide evidence that reinforces the classification of three distinct verb types in ASL, and for the separation of formal and semantic features in language

**Session C--Terrace Lounge**

The rise of the standard EPP in the acquisition of  
non-pro-drop languages

*Jacqueline van Kampen*  
*Utrecht University*

The standard EPP (Chomsky 1986, 2001) holds that predications are grammatically marked by I that realizes a subject in specifier, I. Hoekstra & Hyams (1995/1998) argue that the <+D>-subject and the <+I>-predicate appear simultaneously. By stipulation, both would realize a phi-feature 'number', where 'number' does not imply an opposition singular-plural, but rather represents a semantic operator that singularizes the set of the content element into one of its items (Longobardi 1994). A quantitative study of French, Dutch and English child language shows that:

- The <+I>-marking of the predicate precedes the <+D> marking of arguments, including the subject.

- The initial V<+fin> does not yet realize phi-features for number/person/tense, but does imply the presence of a subject.

The early subject has an inherent and situation-bound reference only. The stepwise build-up of the EPP characteristics <+I>-marking --> <+subject> --> <+D>-marking suggests that Spec-head agreement should not be used to define the EPP.



**Session A--Metcalf Large**

Young children's extensions of novel adjectives across solid objects and substances

*Eugenia Goldvarg-Steingold, Kristin Shutts,  
and Elizabeth Spelke  
Harvard University*

Previous work has shown that children's early extensions of novel adjectives are influenced by conceptual information about global domains (Goldvarg-Steingold and Spelke 2003). Three new experiments investigated whether similar restrictions apply to children's early extensions of color adjectives across substances and solid objects in the domains of food and artifacts. Experiment 1 showed that children readily learn color adjectives applied to both edible and inedible substances. Experiment 2 showed that children can easily transfer color adjectives across solid foods and edible substances. Experiment 3 showed that young children experience a cost when transferring novel color adjectives across the solidity barrier within the domain of artifacts.

**Notes**

**Session B--Conference Auditorium**

Word recognition by deaf children who use sign language: If not phonological coding, then what?

*Rachel Mayberry, McGill University  
Gloria Waters, Boston University  
Charlene Chamberlain, University of North Dakota  
Pauline Hwang, McGill University*

How deaf readers recognize words is a puzzle. Previous research has yielded conflicting findings with respect to the role phonological decoding may play for these children. Using lexical decision and vocabulary recognition tasks given in print and fingerspelling, we investigated the word recognition skills of 48 deaf signing children whose reading levels ranged from grade 1 to 8 and administered the print experiments to 20 hearing children. These results show that word recognition skills in deaf signing children are complex, entail multiple forms, and change over time with reading development. Without the benefit of phonological decoding, deaf signing children discover the orthographic structure of printed words, how word meanings relate in sign and print, and how printed words are expressed in sign and fingerspelling. We relate these findings to current theories of word recognition development and propose a model of word recognition for deaf children who sign.

**Session C--Terrace Lounge**

Why nonfinite *be* is not omitted while finite *be* is

*Carson Schütze  
University of California, Los Angeles*

This paper tests two hypotheses for why finite *be* is omitted in child English. The Semantic Vacuity Hypothesis (SVH) is based on the fact that *be* is semantically empty, a prime candidate for omission under performance pressures. The Tense Omission Hypothesis (TOH) incorporates *be* omission into theories of Root/Optional Infinitives. In nonfinite *be* contexts, SVH predicts *be* omissions occur, TOH predicts they do not. Findings: Five CHILDES children exhibit a stage when (a) finite *be* is frequently omitted; (b) nonfinite *be* environments arise; BUT (c) there are no omissions in nonfinite contexts. Thus, TOH is supported, SVH is not. Analysis: *be* is a verb that satisfies Tense's need to bind an event variable. When Tense is omitted, that need disappears and *be* becomes unnecessary. In principle this happens to nonfinite *be* too, but an environment for it can be detected only when a Tensed element (e.g., modal) is overt; then *be* is obligatory.



**Session A--Metcalf Large**

When mothers do not lead their children by the hand

*Seyda Özçalışkan and Susan Goldin-Meadow  
University of Chicago*

Children start producing gesture-speech combinations around 14 months. They first produce combinations in which gesture and speech convey *complementary* information (“mama”+point at mother), and only later produce *supplementary* combinations in which gesture conveys additional information not found in speech (“mama”+point at glasses). This change in type of gesture-speech combination predicts the onset of 2-word speech and thus might reflect a cognitive/communicative transition. However, the change could also reflect change in the caregiver’s gestures. We videotaped 30 children and caregivers at home at 14 and 18 months. Each gesture was classified according to its *type* (deictic, conventional, representational) and the *relation* it held to speech (complementary, supplementary). Caregivers and children used the same types of gestures, but caregivers did *not* display a shift from complementary to supplementary combinations – the children did. The changing relation between gesture and speech thus appears to reflect a transition that children themselves are undergoing.

**Notes**

**Session B--Conference Auditorium**

Frequency in the input and children’s mastery of the regular English plural

*Jennifer Zapf  
Indiana University, Bloomington*

In this paper, I present evidence for word-by-word acquisition that is closely linked to the input frequency of particular lexical items in their plural and nonplural forms. Two-year-old children participated in an experimental study of spontaneous plural production. Additionally, input frequencies from adult speech of the singular and plural forms of the words used in the study were acquired from the CHILDES database. The results suggest that the relative input frequency of individual lexical items in plural and non plural form strongly predicts the frequency of children’s correct productions and the nature of their errors. Children produce the plural given two instances of an object when the plural form is highly frequent in the input (*keys*) but not when it is infrequent (*chairs*). These results are strongly consistent with the idea that children’s use of the plural is at least initially tightly tied to their experience with individual lexical items.

**Session C--Terrace Lounge**

Binding interpretations in Korean heritage speakers

*Ji-Hye Kim and Silvina Montrul  
University of Illinois at Urbana-Champaign*

This study looks at the potential loss or incomplete acquisition of binding interpretations in Korean-English bilinguals by asking whether and how the majority language (English) influences the family or heritage language (Korean). If the majority language influences the heritage language in a bilingual situation, the fact that English (the L2) has only one locally bound reflexive will affect the interpretation of long-distance Korean (L1) reflexives. English-dominant bilinguals will show less acceptability of Korean sentences where the reflexives are long-distance bound, preferring a local interpretation. Ten Korean-English bilinguals (5 early bilinguals and 5 late bilinguals) and 10 native speakers of Korean residing in the United States and 30 Korean speakers residing in Korea were tested with a TVJT. Overall results showed that the bilinguals know a lot about the Korean binding system, but still showed stronger preferences for local vs. long distance binding.



## Evaluating models of parameter setting

*Janet Dean Fodor*  
*City University of New York*

Parameter setting has held the promise of sweeping away most of the longstanding problems in language acquisition theory. With a rich and suitably structured UG (universal grammar, innate linguistic knowledge), only a limited number of target language properties need be identified by the learner. However, it has proved extremely difficult to model the parameter setting process in any way that doesn't simply reintroduce the classic learning problems (complexity, ambiguity) in new guise. As a result, there has been a trend toward probabilistic or statistical models of learning which relinquish the advantages of linguistic parameters except (at most) as a descriptive device to organize the space of possible grammars.

Based on work by Robin Clark, Ted Gibson and Ken Wexler, which pinpointed the difficulties in modeling the triggering of syntactic parameters, I have tried to formulate a psychologically realistic process model of UG-based syntax learning (comparable in detail to models of adult sentence parsing), which preserves as much as is possible of Chomsky's original parameter setting concept. The instant flipping of parametric switches must be abandoned, but the idea that input ('trigger') sentences tell the learner which parameters to re-set can be saved.

Now it must be asked: Does this work? Does it work as well as models with greater computational power but without UG? To test this, our research group at CUNY has programmed several varieties of this *Structural Triggers Learner* (STL) algorithm, ranging from cautious ones which never err, to risk-taking ones which guess when the input is not sufficiently informative. We have compared these with other algorithms that have been proposed in the literature, and with useful benchmarks (not psychologically realistic) such as purely random grammar guessing. 12 learning algorithms have been programmed to date. They are fed input sentences from each of 3,072 languages in an artificial but natural-language-like domain that we have generated. We determine how often they succeed, and how long they take when they do (measured by the number of input sentences consumed to attain the target grammar). Our results so far indicate that the models which make most use of UG guidance perform most efficiently. We are also able to conduct experiments in this simulated learning situation which relate learning efficiency to various properties of the target language, such as overt morphological markers of syntactic structure, reliability of semantic bootstrapping, and the benefits of 'starting small'.

This research is the work of a team of faculty and students at CUNY: William Sakas, Virginia Teller, Carrie Crowther, Atsu Inoue, Yukiko Koizumi, Iana Melnikova, Eiji Nishimoto, Lisa Reising-Ferrazzano, Erika Troseth, Tanya Viger.

### NIH/NSF Consultation Hours

**Peggy McCardle (NIH): Friday: 9:00am-12:30pm, 2:00pm-5:30pm**

**Saturday: 9:00am-11:30am**

**Joan Maling (NSF): Saturday 9:00am-12:00pm, 2:15pm-5:15pm**

## POSTER SESSION I

Top-down vs. bottom-up transfer:  
Overgeneralized causatives in L2 English and L2 Spanish

*Mónica Cabrera and María-Luisa Zubizarreta*  
*University of Southern California*

This study provides evidence that overgeneralized causatives (OC) in L2 English and L2 Spanish are driven by L1 transfer. Our data suggest that transfer is selective. Not all aspects of the grammar are transferred at once, but piecemeal. Properties of the causative construction are transferred first; verb-specific properties, later. Beginners and intermediates overgeneralize the L1 properties of the causative construction (top-down transfer): they prefer OC with verbs encoding change of state/location (unaccusatives and verbs of manner-of-motion+PP). Advanced learners focus on properties of specific verb classes: they restrict OC to verbs that are allowed in lexical causatives in their L1 (bottom-up transfer). L1 English speakers restrict OC to verbs of manner-of-motion+PP, whereas L1 Spanish speakers do not. Our analysis provides a unified account of OC in L2 English and L2 Spanish.

## POSTER SESSION I

Syntax first: Mismatches between morphology and syntax in first language acquisition elucidate linguistic theory

*Cristina Dye, Cornell University*  
*Claire Foley, Massachusetts Institute of Technology*  
*Maria Blume and Barbara Lust, Cornell University*

This paper examines several of the critical conceptual and analytic components of a theory of Distributed Morphology which appear to differentiate it from other theories and relates these to current studies of the acquisition of the morphosyntax of verbal inflection in first language acquisition. It is argued that a wide set of results involving both Experiment 1 and natural speech analyses based on English, German, and Dutch initial child grammars between two and four years of age converge with the 'syntax first' properties of the Distributed Morphology paradigm. Implications for current linguistic theory and current acquisition theory are discussed.

## POSTER SESSION I

Asymmetries in cluster acquisition in  
word initial vs. medial position

*Della Chambless*  
*University of Massachusetts, Amherst*

The focus of this study is intermediate stages in the acquisition of consonant clusters. I investigate whether the position (word-initial vs. word-medial) and type (stop-liquid v. s-stop) of cluster affect patterns of reduction in child speech. Medial position differs from initial position in that clusters can be split up across two syllables. If codas are present in the child's speech, preservation of both consonants in intervocalic position is possible (=VC.CV), even if complex onsets are disallowed. Results from the experiment show that in word initial position, stop-liquid clusters are reduced less often than s-stop clusters, while in medial position, there is a non-significant trend in the opposite direction. These results point to a role for Syllable-Contact. From separate analyses of individual data, a partial typology emerges in which rankings of relevant markedness constraints with Max produce different developing grammars in which cluster production is often non-uniform across type and position.

## POSTER SESSION I

Task pragmatics and the lexicon:  
A re-examination of the role of language in cognition

*Akiko Fuse and Laraine McDonough*  
*City University of New York*

We examined spatial relational terms in Japanese and English in order to investigate how differences in collecting and coding data can influence our views on the role of language in cognition. Monolingual Japanese-speaking two-year-olds and adults were shown relations, such as placing a ring on a pole, and were asked to describe the activity. Adults produced 28 different spatial verbs and children produced 17. Tests using the same stimuli by Choi & Bowerman showed that English-speaking adults and children produce 6 and 3 different spatial prepositions respectively. However, verbs contain dynamic information (manner/path of action) whereas prepositions provide static information. We tested English speakers and coded for verb plus preposition combinations to capture categorization of dynamic and static aspects of spatial categories. The results showed no differences in the number of spatial categories produced by English and Japanese speakers; however, responses were significantly less variable among the Japanese speakers.

## POSTER SESSION I

Children's representations:  
What they know and how they know it

*Judith Gierut, Indiana University, Bloomington*  
*Holly Storkel, University of Kansas, Lawrence*  
*Michele Morrisette, Indiana University, Bloomington*

This paper revisits longstanding debates about the phonological specificity of children's lexical representations. Three experiments are reported, involving preschoolers and adults. Using oddity tasks, participants were asked to judge the perceptual similarity of onsets, with consonant features of manner and place being manipulated singly and combinatorily. Across experiments, children's similarity judgments were based on single featural dimensions, despite a host of featural differences. Adults relied on a strategy that utilized additivity and relativity of features, recognizing instead degrees of relationships among properties of sounds. This highlights the fundamental difference between category structures that are linearly versus nonlinearly separable, respectively. Thus, both children and adults may have available the same fine-grained featural information about manner and place, but their knowledge of the configuration of this information may be what differs. This difference then may be revealing of the source of the whole-part debate.

## POSTER SESSION I

Optionality as 'demarking' in L2 advanced state

*Masahiro Hara*  
*Truman State University*

This poster reports L2 advanced-state optionality in the grammaticality judgment of Japanese passives. This optionality is discussed as induced by 'demarking' (see Sorace 2000) and originating in the lexicon. Data consist of grammaticality ratings of 84 sentences on a five-point scale collected from 81 English and 85 Chinese learners. It was found that highly advanced learners of both L1s consistently accepted grammatical *ni* indirect passive sentences, but optionally rated one of its ungrammatical versions as grammatical. It is argued that in rating the ungrammatical *ni* indirect sentences, these subjects analyzed them as the unmarked *ni* direct passive, smaller and less complex in structure than the marked *ni* indirect passive. The difference in structural complexity between these two passives derives from the properties of the two different passive verbs (Watanabe 1996). Hence, the etiology of optionality is traceable to selection of different lexical items in the numeration.

## POSTER SESSION I

Perception of natural and unnatural phonemic categories:  
Evidence for innate knowledge

*Jill Gilkerson*  
*University of California, Los Angeles*

The results reported here support the claim that naturally occurring phonemic contrasts are easier to acquire than unnatural contrasts. Results are reported from two experiments in which English speakers were exposed to non-native phonemic categories using a bi-modal statistical frequency distribution modeled after Maye & Gerken (2000). Half of the participants heard a distribution in which the category boundary was that of the Jordanian Arabic uvular/pharyngeal contrast, while the other half heard a distribution with an unnatural category boundary. The exposure session was 4.3 minutes in Experiment 1 and 8.6 minutes in Experiment 2. Immediately after exposure, participants completed an A-X delayed comparison task, where they were presented with stimuli that crossed category boundaries. Although no significant differences were found in Experiment 1, results for Experiment 2 indicated that participants in the natural training group responded "different" to across-category pairs significantly more often than participants in the unnatural training group.

## POSTER SESSION I

A tale of two cases:  
Affective prosody after right and left hemispherectomy

*Mary Helen Immordino-Yang*  
*Harvard University*

In spoken language, emotion is expressed through sentence-level prosody, which is the intonational contour, or melody, and stress pattern of speech. Many affective prosodic functions rely heavily on the right hemisphere of the brain, while the other aspects of language, including syntax and the lexicon, are localized to the left hemisphere in most people. While there is a substantial body of work describing typical verbal language profiles after childhood brain damage, prosodic functioning in children with extensive brain damage has been largely overlooked. Therefore, I present a study of affective prosody in two exceptional adolescent boys, each of whom suffered the surgical removal of an entire hemisphere of his brain to control epileptic seizures. While these boys are very different, they appear to use affective prosody in interesting complementary ways that elucidate their developmental compensatory strategies and shed light on the developmental neuropsychological relationship between affective prosody and emotion.

## POSTER SESSION I

The acquisition of English tense aspect morphology by native Mandarin speakers: A longitudinal study

*Gisela Jia, City University of New York  
Yasuhiro Shirai, Chinese University of Hong Kong*

This study analyzes longitudinal speech data from 10 Mandarin-speaking learners of English with different ages of arrival (5 to 16 years) in the US. Verb tokens were coded for their morphological forms (past and progressive), and for lexical aspect (states, activities, accomplishments, achievements). Similar to L1 learners (Shirai & Andersen 1995), L2 learners in this study mostly marked past tense on achievement verbs, and progressive on activity verbs. However, L2 learners did not show a developmental pattern observed in L1 acquisition, which is that the initial restricted use of past and progressive markers to the prototypes gradually spreads to other verb types. Age differences were also observed. In comparison to younger learners, the two oldest learners did not restrict past tense marking to achievement verbs, and used progressive marking more restrictively to activity verbs. Such age differences are discussed in relation to differences in the quantity and quality of language input existing among these learners.

## POSTER SESSION I

A crosslinguistic comparison of noun and verb learning in Japanese and English

*Meredith Meyer, Shane Leonard, and Kathy Hirsh-Pasek  
Temple University  
Mutsumi Imai, Keio University  
Etsuko Haryu, University of Tokyo  
Rachel Pulverman and Dede Addy  
University of Delaware*

To investigate whether it is universally easier to learn nouns than verbs, Study 1 replicated Imai, Haryu, and Okada (in press). Three- and five-year-old English-speaking children saw a novel object manipulated in a novel manner. Children in the Object Condition heard the object labeled, while children in the Action Condition heard the action labeled. Children were then asked to extend labels to one of two scenes: the same object or the same action. All children could extend the novel object label correctly, but could not extend the novel action label. Study 2 presented a syntactically richer sentence during training. Children heard a novel verb in a sentence specifying an agent and an object. Five-year-olds, but not three-year-olds, now successfully extended the novel verb. This research suggests that cross-linguistically, nouns are easier to learn than verbs. Further, verb learning requires attention to the features of a language's grammar.

## POSTER SESSION I

The interaction of lexical aspect and phonological salience on regular past tense affixation in L2 English

*Elaine C. Klein, Iglia Stoynezhka, Kent Adams, Yana Pugach,  
Stephanie Solt, and Tamara Rose  
City University of New York*

This study investigates the influence of lexical aspect and phonology on variability in the perception and production of the past tense *-ed* morpheme among beginner and intermediate learners of L2 English. Under controlled conditions, we tested the hypothesis that telic (e.g. achievement) verbs are more readily associated with accuracy in regular past tense than are atelic (e.g. activity) verbs. To test the effects of phonology, we measured the degree to which accuracy depends on the allomorphic realization of a given verb's past tense ending (i.e. *-[t]* as in *stopped*; *v. [d]* as in *closed v. [ɪd]* as in *started*). Results show little impact of lexical aspect, but very strong phonological effects, regardless of proficiency level. This investigation of learner variability suggests a weakening of the Primacy of Aspect hypothesis, and a more prominent role played by phonology in past tense affixation of L2 English.

## POSTER SESSION I

The scope of partitivity in child language

*Julien Musolino, Indiana University, Bloomington  
Andrea Gualmini, University of Maryland*

This paper explores the roots and limits of the 'observation of isomorphism' (Musolino 1998; Musolino et al. 2000), i.e. preschoolers' tendency to calculate the scope relation between negation and quantified NPs on the basis of their surface syntactic position. We begin by replicating the original finding w.r.t. sentences like *The detective didn't find two guys* which children (unlike adults) have a strong tendency to interpret as *It is not the case that the detective found two guys* (i.e. not > two). Based on an analysis due to Diesing (1992) we then predict and verify experimentally that when *two guys* is replaced by a partitive NP as in *The detective didn't find two of the guys*, children are much more likely to access the wide scope interpretation of the object, i.e. *There are two guys that the detective didn't find* (two > not).

## POSTER SESSION I

Discovering the invisible:  
Children's acquisition of the implicit object construction

*Tamara Nicol and Barbara Landau, Johns Hopkins University*  
*Philip Resnik, University of Maryland*

According to syntactic bootstrapping (Landau & Gleitman 1985), children narrow down the meaning of a novel verb by paying attention to the number and properties of the arguments used with that verb. However, some verbs allow their arguments to be optionally omitted, e.g., *John ate (lunch)*. In order for the learner to identify the argument structure of a novel verb, implicit objects must be recoverable. It is often noted that implicit objects tend to be typical of the verb, and thus easily inferable. In this research, we investigated the relationship between object typicality and object omission in children's and adults' speech. With regard to object typicality, we examined a) the similarity of a verb's direct objects, and b) the selectivity of verbs with respect to which direct objects they co-occurred with. The results suggest that object omissibility is related to both similarity and selectivity for children and adults.

## POSTER SESSION I

Reappraising the poverty of stimulus argument:  
A corpus analysis approach

*Florencia Reali and Morten H. Christiansen*  
*Cornell University*

The poverty of stimulus argument for innateness of grammar is based on the assumption that the information in the environment is not rich enough to allow a human learner to attain adult competence. Auxiliary fronting in polar interrogatives has been taken as strong support for the poverty of stimulus argument. Here we reassess the assumption of absence of evidence for aux-fronting through a corpus analysis of child-directed speech. We used bigram/trigram models to compare the probability of correct (*Is the lion that is roaring hungry?*) and incorrect (*Is the lion that roaring is hungry?*) hypotheses for auxiliary fronting. We found that the probability of correct aux-question sentences was about twice as high as the incorrect ones. These results show that the statistical information present in the corpus allows to select the correct fronting hypothesis in the 95% (trigram) and 92% (bigram) of the cases.

## POSTER SESSION I

More verbs to come:  
The developing focus on verbs in parents' speech to infants

*Khara Pence and Matthew Winn*  
*University of Delaware*

While much is known about the conceptual complexities surrounding verb learning, precious little is known about how parents use verbs in input to their infants. Perhaps verbs are so difficult to learn because they are not used in a prominent way. This study explores how verbs are presented to two groups of infants (14 16-month-olds and 21 23-month-olds) in a storytelling context in order to determine how verbs are presented and whether input changes as infants develop. Analyses suggest that input directed toward the older group is dramatically different than input directed toward the younger group. Mothers tend to use a significantly greater number of verbs and more repetition, shifting focus to verbs as children develop. The developing focus on verbs is critical because this input may positively affect verb learning.

## POSTER SESSION I

The acquisition of French inflection:  
The influence of age, verb vocabulary size, and MLU

*Phaedra Royle and Elin Thordardottir*  
*McGill University*

In this study, we investigated the use of inflected forms and their relation to age, verb vocabulary size and mean length of utterance (MLU), in native Quebec French speakers. Research on English, Icelandic, and Italian has revealed significant correlations between verb vocabulary size and the acquisition of inflection (Marchman & Bates 1994; Caselli et al. 1999; Elin Thordardottir et al. 2002). We analyzed spontaneous speech in 20 French-speaking normally developing children (27 - 48 months). A parent report for expressive language was obtained. Proportions for correctly inflected stems, correctly inflected verbs using an auxiliary, and errors were measured. Results indicate that MLU appears to be the best predictor of the emergent ability to inflect verbs in French. Age and vocabulary size also correlated significantly with verb inflection. However, verb inflection was not more strongly correlated with vocabulary size than with age, contrary to what has been reported in previous studies of other languages.

## POSTER SESSION I

Acquisition of copulas *ser* and *estar* in Spanish:  
Learning lexico-semantics, syntax and discourse

*Cristina Schmitt, Michigan State University*  
*Carolina Holtheuer, University of Canberra*  
*Karen Miller, Michigan State University*

Two experiments (PMT and Acceptability Task) examine Chilean Spanish-speaking children's knowledge of the *be* verbs *ser/estar*. It is well-known in the linguistics literature, however, that the distribution of the *be* verbs *ser/estar* in Spanish depends on lexical and syntactic properties of the predicates they appear with and on discourse conditions. We hypothesize that, if discourse conditions are harder to master, then children should master first the other constraints and if children default to the unspecified form, they should default to *ser*. PMT examines children's ability to use the context to make a choice. The AT examines children's ability to choose the copula based on lexical, syntactic and/or contextual information. Our results show that children use the unmarked *ser* as a default when the context is the sole determinant of the copula but not when other constraints can be used to guide the choice.

## POSTER SESSION I

The specificity of early lexical representations:  
Differential encoding of affect, amplitude, and absolute pitch

*Leher Singh, Boston University*  
*Katherine White, Brown University*

Infants begin to recognize words at 7.5 months. However, their abilities at this age are quite fragile and easily disrupted by surface changes across encounters of words. For example, infants fail to equate encounters of words that differ in speaker gender or vocal affect. This set of studies was designed to investigate whether infants indiscriminately encode all surface details, or whether they simply encode those that are potentially phonemic in a given language. Infant word recognition was tested, varying two dimensions of surface detail, amplitude and pitch. Whereas pitch may signify lexical changes in certain languages, amplitude is never used contrastively in a language. It was hypothesized that changes in pitch would disrupt infant word recognition, whereas changes in amplitude would not. Results confirmed this hypothesis, suggesting that infants conservatively construct their first lexicon, encoding in memory all surface details that may prove to be phonemic in the native language.

## POSTER SESSION I

Influence of parental input on learning  
argument structure constructions

*Nitya Sethuraman*  
*Indiana University, Bloomington*

How do cues change in mothers' speech early in development? Does changing input help children learn argument structure patterns? Mothers' speech to 20- and 28-month-olds was examined longitudinally (Bates et al. 1988; MacWhinney 1995). Specific patterns are used with one single high-frequency verb in mothers' speech to 28-month-olds (Goldberg et al. in press). Children learn to associate the meaning of the pattern with the meaning of that verb, thereby progressing from specific knowledge of individual verbs to more general knowledge of argument structure (e.g., Bowerman 1982; Tomasello 2003). Mothers addressing younger children use one single verb in higher frequency in a particular pattern. Using a high-frequency token more often in a certain pattern may help younger children, barely starting to use the pattern, lock onto the meaning of that pattern more efficiently; older children already using the pattern are then provided with a larger variety of verbs in the pattern.

## POSTER SESSION I

I'd do it all again:  
Early language acquisition in internationally adopted children

*Jesse Snedeker, Joy Geren, and Isabel Martin*  
*Harvard University*

Language development is characterized by qualitative shifts in children's speech. These shifts and their association with chronological age have been taken as evidence of the role of maturation in acquisition (Lenneberg 1967). But these shifts could also reflect the internal structure of the problem to be solved. We are exploring these issues by examining language development in internationally-adopted preschoolers. Like young infants, these children must acquire a new language from child-directed speech to communicate, yet they are clearly more mature than their infant counterparts. We collected MCDI's and speech samples from adopted preschoolers and monolingual toddlers matched for vocabulary size. Like the toddlers, adoptees had early vocabularies dominated by nouns. As vocabulary size increased, the proportion of verbs and closed-class words increased. Vocabulary size was positively correlated with sentence complexity and MLU. Thus our preliminary results suggest that cognitively-advanced learners go through some of the same qualitative shifts as infants.

POSTER SESSION I

To be or not to be - an affix:  
Inflectional development in child language

*Graciela Tesan*  
*University of Maryland*

To understand the development of inflection, we conducted a longitudinal study of four 2-year-old children's utterances. Simple present tense contexts with 3rd person singular subjects were targeted using elicited production techniques. Two children produced utterances with 'misplaced' morphology (1) *He's fit*, in addition to omissions like (2) *He fit* and adult inflection (3) *He fits*. (Examples like (2) and (3) produced by all children). Utterances like (1) suggest that children may assume morphological properties that are not part of the local language, but consistent with other adult languages, as predicted by Continuity (e.g., Pietroski and Crain 2001). Following Lasnik (1995), we propose that some children initially assume a 'featural' INFL instead of an affixal INFL for lexical verbs, similar to modals and auxiliaries in English. The result of positing a featural INFL for lexical verbs yields constructions like *He's fit*, comparable to Polish 'mobile' auxiliaries (Embick 1995; Rivero 1996).

POSTER SESSION I

How 2-year-olds process prenominal adjectives  
in continuous speech

*Kirsten Thorpe and Anne Fernald*  
*Stanford University*

Two studies explored the potential indeterminacy of prenominal adjectives during the incremental interpretation of speech. Little distinguishes prenominal adjectives from nouns until the following word. For 2-year-olds, already biased to interpret novel adjectives as nouns, this could be problematic. We investigated whether 24-month-olds would mistake prenominal adjectives for nouns, and how misinterpretation might interfere with subsequent word recognition using a looking-while-listening procedure. Expt.1 tested whether 24-month-olds were slower to identify nouns preceded by familiar or unfamiliar adjectives with or without stress, than nouns directly following *the*. Two-year-olds were equally efficient in identifying nouns with and without unstressed adjectives, but showed significant disruption with stressed adjectives, suggesting that children employ prosodic information in resolving ambiguity. Expt.2 provided a comparison that explored the cost of 'false-alarming' by replacing prenominal adjectives with familiar nouns. The resulting processing disruption supplied a model pattern of worst-case misinterpretation.

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**Session A--Metcalf Large**

Morphological segmentation in 15-month-old infants

*Toben Mintz*

*University of Southern California*

Although evidence shows that 18-month-old (but not 15-month-old) infants are sensitive to the co-occurrence of *-ing* and *is* (Santlemann & Jusczyk 1998), it is unknown when infants begin to process stems and bound morphemes as separable units. Sixty-eight 15-month-old English-reared infants were familiarized to speech consisting of English sentences in which the last word of each sentence was a nonsense word; half of the nonsense words ended in the morpheme *-ing* (Morph words), half ended in the syllable /dut/ (NonMorph words), e.g., *Can you see me femming?* vs. *Can you see Sally rizdut?* Infants were tested with isolated stems taken from each of the familiarized nonsense words, stripped of *-ing* or /dut/ (e.g., fem, riz). The results suggest that during familiarization, infants segmented *-ing* but not /dut/ from nonsense words, resulting in Morph stems being listened to longer than NonMorph stems. Thus, by 15-months, English-reared infants have started to identify bound morphemes in speech and process novel words based on this knowledge.

**Notes**

**Session B--Conference Auditorium**

Barrier emergence across wh-movement, negation, and quantification

*D'jaris Coles-White, Wayne State University*  
*Jill deVilliers, Smith College*

*Tom Roeper, University of Massachusetts, Amherst*

With African-American English children aged 62-99 months, we experimentally contrasted three islands:

- (1) Why did the boy that had a cold buy the juice? (Strong wh)  
(\* why-cold "because he went swimming in cold water")
- (2) There is a basket that got every egg. (QR)  
(\* distributive: each basket has an egg)
- (3) This boy don't want the ice cream that got no nuts. (Neg.Con)  
(\*Neg-con interpretation: "because he hate nuts")

Results replicated earlier work :1) barriers to wh-movement are evident early (3 yrs), 2) QR barriers are not clearly in place until after 8yrs., 3) Negative Concord occurs in between: 6yrs. Modern theory (Chomsky 2001, Fox 2000) cannot capture barriers with one constraint. Fox (2000) suggests that a scope-island principle captures QR. We argue that copying is another kind of covert movement. It marks negative-raising (and wh- scope marking) visible triggers (n't,what). Three step acquisition fits this 3-way distinction.

**Session C--Terrace Lounge**

L2 perception and production of the English regular past:  
Evidence of phonological effects

*Stephanie Solt, Yana Pugach, Elaine C. Klein, Kent Adams,*  
*Iglia Stoynezhka, and Tamara Rose*  
*City University of New York*

This research investigates the role of phonology in explaining variable regular past tense marking in L2 English. In a controlled study, we investigated whether the phonetic realization of the past tense *-ed* morpheme - [t], [d] or [ɪd] - impacts learners' ability to perceive and produce it. Results show that L2 learners readily perceive the syllabic allomorph [ɪd] but are significantly less able to perceive the nonsyllabic allomorphs [t]/[d]. Little improvement in perception is seen with increased proficiency level, though results of a contextualized perception/production task suggest that more advanced learners are able to overcome perceptual limitations by drawing on grammatical and lexical cues. Thus learners' inability to perceive the regular past morpheme consistently across its allomorphs appears to be a barrier to producing it in a target-like manner, especially for beginning learners. These findings suggest that an apparent gap in L2 morphosyntactic competence can partially be attributed to phonology.



## LUNCH SYMPOSIUM

Cautionary notes to the claim that we think “in” language

*Lila Gleitman*  
*University of Pennsylvania*

In several ways and to several degrees, commentators have argued that the language you speak becomes the (or “a”, take your pick) format for your thought. To their credit, these commentators have accepted a major entailment of this position, namely that people who speak different languages think differently to the extent that these languages differ in their (necessary or “habitual”) expressive means. I will offer a few problems that have to be faced to make good on such positions. These have to do with the fact that, at least on the surface, language and thought don’t exactly seem to be the same things. Specifically, one problem is the sketchiness (underspecification) of language compared to thought; another is that languages are sporadically ambiguous in ways that seem to mismatch thought. And there are others.

## LUNCH SYMPOSIUM

Linguistic relativity and developmental research

*John A. Lucy*  
*University of Chicago*

Humans speak many different languages. Research on linguistic relativity addresses the question of whether the particular language one speaks affects our patterns of thinking more generally. After many years of contentious speculation, a body of serious empirical research has emerged over the past decade. This research shows that certain aspects of the cognitive performance of adults do indeed correlate with features of their native languages. Developmental research provides one means of untangling the nature and direction of the causal relationships underlying these correlations by revealing the temporal priority of the relevant verbal and intellectual patterns. Inversely, findings of relativity among adults provide a new tool for exploring when and how language and thought interact during development. More broadly, this research area provides a paradigm case of how to build a psychology capable of encompassing multiple endpoints of development without falling into the pitfalls of regarding “difference as deficit.”

## LUNCH SYMPOSIUM

Thought before language

*Anna Papafragou*  
*University of Pennsylvania*

What is the relation between linguistic and conceptual representations during language learning? According to the traditional view, language acquisition presupposes (and builds on) antecedently available concepts. More recent views hold that language learning itself can shape and guide cognitive development in distinctly Whorfian ways. Here I consider several possible effects (and non-effects) of language learning on the learner’s mental life. I conclude that linguistic resources cannot transform cognition by introducing truly novel concepts.

## LUNCH SYMPOSIUM

Developing time: A role for language?

*Lera Boroditsky*  
*Massachusetts Institute of Technology*

Does the language you speak shape the way you think about the world? Does learning particular aspects of language (either as part of L1 acquisition in childhood, or L2 learning later in life) shape the way people represent and reason about their experiences? I will focus on the domain of time, and ask whether basic cognitive functions like perceiving duration, ordering points in time, and encoding the temporal structure of events is shaped by particular aspects of the languages we speak (e.g., by what are the most commonly available spatiotemporal metaphors in a language, or the structural features of language such as obligatory tense and aspectual markers). I will discuss how language might shape thought in these cases by forcing attention, creating new analogies, encouraging comparisons, and so on.

**Session A--Metcalf Large**

Language as lens:  
Morphological cues guide children's attention to number

*Barbara Sarnecka, University of Michigan*  
*V.G. Kamenskaya, Hertzen Pedagogical Institute*  
*Tamiko Ogura, Kobe University*  
*Yuko Yamana, Kobe Gakuin University*  
*J.B. Yudovina, Kobe Gakuin University*

Does the grammar of a language act like a lens, focusing speakers' attention in particular ways? Or is language mere clothing for (preexisting) ideas? In this study, participants from Kobe, Japan (48 children, mean age 3-2), Ann Arbor, Michigan (70 children, mean age 3-2), and St. Petersburg, Russia (44 children, mean age 3-2) performed the Give-a-Number task. It was found that 96% of English speakers, and 98% of Russian speakers (whose languages obligatorily distinguish singular from plural) distinguished 1 from other numerosities, whereas only 59% of Japanese speakers did so. Similarly, children speaking Russian (where the words for 2, 3 and 4 assign genitive singular, whereas 5-10 assign genitive plural) gave significantly fewer objects when asked for two or three than when asked for five or six. English and Japanese speakers made no such distinction. These data support the hypothesis that grammatical structure can affect speakers' perception of reality.

**Session C--Terrace Lounge**

The quality of input: ESL preschoolers' English vocabulary acquisition from storybook reading

*Molly Collins*  
*Boston University*

Seventy Portuguese-speaking preschoolers who are second language learners of English were pretested in L1 (Portuguese) receptive vocabulary, L2 (English) receptive vocabulary, and L2 expressive vocabulary. Matched according to pretest L2 receptive vocabulary scores, subjects were assigned to control or experimental groups. Subjects in the experimental group heard 8 stories read with explanations of target vocabulary. Subjects in the control group heard 8 stories read without explanations of target vocabulary. Results show that treatment (i.e., explanations of vocabulary) effected significant gains in ESL preschoolers' new vocabulary acquisition from storybook reading. Significant predictors of vocabulary gain were treatment, initial L2 receptive skill, and home reading frequency. Initial L1 receptive skill was not a significant predictor of L2 vocabulary acquisition. Children with high initial L2 levels gained more vocabulary than children with low initial L2 levels. Notwithstanding differential gains, however, explanation of new words is helpful, regardless of how little L2 is known.

**Session B--Conference Auditorium**

*Why continuity*

*Rosalind Thornton*  
*University of Maryland*

Recent accounts of children's use of subject-aux inversion have failed to explain the observation that long after English-speaking children are inverting with other question words, they fail to 'invert' or use *do*-support in questions with *why* (e.g., Rowland & Pine 2000, 2002; van Valin 2002). The present UG account proposes that, in line with Continuity, children adopt an option that is found cross-linguistically, but is not compatible with the local language (cf. Crain & Pietroski 2001). The claim is that children adopt a representation of *why*-questions that is correct for Italian (Rizzi 2000). The parallel is illustrated using over 450 *why*-questions from a diary study of one child, A.L., from age 2;1 to 5;3. In A.L.'s data, for example, as in Italian, inversion is obligatory in long-distance questions but not in matrix questions. This is unexpected on R & P's data-driven account, since long-distance questions represent more exotic data.

**Notes**

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Language growth of children with Specific Language Impairment and unaffected children:  
Timing mechanisms and linguistic distinctions

*Mabel Rice*  
*University of Kansas*

Recent linguistic studies of children with SLI demonstrate that this condition can illuminate the relative discreteness of linguistic elements that appear highly fused in the rapid acquisition of typically developing children. Parts of the grammar serve as clinical markers of the condition, and there is great interest in possible inherited contributions to the clinical markers. This talk will put the work on linguistic clinical markers in a growth context, by highlighting the crucial roles played by timing mechanisms, in the onset of language, the configuration of the linguistic system, acceleration rate, and points of change in the acceleration. Growth curves from a program of longitudinal studies of affected and unaffected children will illustrate how powerful timing mechanisms appear to be involved, and the timing plays out differently in discrete parts of the linguistic system. Implications for models of language acquisition and studies of the genetics of language impairments will be discussed.

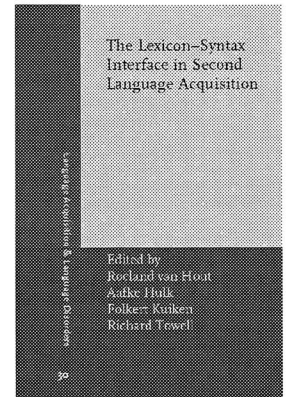
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## The Lexicon–Syntax Interface in Second Language Acquisition

Edited by Roeland van Hout, Aafke Hulk, Folkert Kuiken  
and Richard J. Towell  
University of Nijmegen / University of Amsterdam /  
University of Salford

SLA integrates the learning of the core syntax of a language, and the learning of the lexical items which has to be incorporated into that syntax. Syntax is learnt through a process of implementing a particular set of universal structures, whereas the learning of lexis is characterized by the building up of associations (or connections). Yet, these two systems combined, become the whole linguistic system in the mind of an individual. This book is designed firstly, to state the implications of these two paradigms as clearly as possible using examples of the research carried out within each paradigm, and secondly, to examine how they can be made to interrelate in such a way as to enable us to explain better the overall process of SLA.

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## POSTER SESSION II

What young children know about more:  
18- to 20-month-old infants' perception of the plural  
morpheme

*Hélène Deacon and Jennifer Bustard*  
*University of British Columbia*

This study investigates understanding of plural allomorphs in 18- to 20-month-old infants. In an adaptation of the 'switch' task (Werker, et al. 1998), the nonsense words *mip* and *nub* were each paired with a single novel object until looking time dropped to a criterial level. In the test phase, several objects were shown paired with either correct (*mips* and *nubs*) or incorrect (*mip<sub>t</sub>* and *nub<sub>d</sub>*) plural forms. Preliminary results suggest a promising trend toward longer looking to the incorrect than to the correct form in the first block of test trials and the opposite pattern in the second block. When many objects are present infants initially seem surprised to hear the incorrect plural and later they appear to reject this form. This pattern emerged only with the more common allomorph /z/ (*nubs*). These results suggest that there is an interaction between frequency and rule-based knowledge in infants' understanding of plurals.

## POSTER SESSION II

Developmental issues on the interpretation of focus particles  
by Japanese children

*Mika Endo*  
*Tokyo Women's Medical University*

This study presents the findings of an experiment designed to examine how Japanese-speaking children make a scope interpretation of the two focus particles, *dake* and *sika(-nai)*, Japanese counterparts of *only*. The experiment involved 32 monolingual Japanese children aged 3;6 to 5;10, and was conducted by the Truth-Value Judgment Method. Crain et al. (1992) and Philip & Lynch (2000) have reported that children tend to produce sentences in which the interpretation of *only* does not seem to be determined by its surface position. This paper shows that Japanese-speaking children display the same tendencies as English-speaking children when they interpret *dake/sika(-nai)* sentences. In addition, the result of the experiment indicates that there exists an asymmetry between subject and object positions: while children have difficulties with the focus particle in subject position, they can make a correct scope interpretation of the focus particle in object position. This asymmetry is observed across the age groups.

## POSTER SESSION II

External and internal possession:  
A comparative study of German and Japanese child language

*Sonja Eisenbeiss and Ayumi Matsuo*  
*Max Planck Institute, Nijmegen*

Languages differ with respect to POSSESSOR-POSSESSUM relations: In external possessor constructions, POSSESSOR and POSSESSUM are encoded in separate constituents and the POSSESSOR is treated as a core verbal argument (Payne 1994). In German, POSSESSORS carry dative marking and POSSESSUMS occur in separate phrases (*Der Mann wäscht [dem Hund]DAT [die Pfote]AKK* 'The man washes the dog the paw'). In Japanese, both POSSESSUM and POSSESSOR are encoded in one NP (*Otoko-no-ko-ga [[uma-no]-senaka-ni]DAT [kura-o]AKK tuketa*). This is possible in German, although dispreferred. We analyzed spontaneous and elicited data from 24 2-6 year-old German and Japanese children, showing that (i) children were sensitive to input patterns from the beginning, and (ii) external possession constructions were more error-prone than internal possession constructions. These findings are attributed to the fact that for these constructions children have to create a coherent argument-structure representation that captures all possessive or causal relations obtaining between the individual event participants.

## POSTER SESSION II

Why do children say *did you went*?:  
The role of do-support

*Ryoko Hattori*  
*University of Hawaii, Manoa*

This paper examines "doubling errors" in L1 acquisition, where "tense and/or agreement is incorrectly expressed twice-- once on the 'fronted' auxiliary and once on the main verb" (O'Grady 1997; 166), as in:

(1) \*Did you went home?

Hurford (1975) claimed that doubling errors arise from an incorrectly internalized Subject Auxiliary Inversion rule, while Mayer et al. (1978) claimed that they are the result of incorrectly formulated movements, i.e., copying without deletion. Through the examination of doubling errors in yes/no questions and negative declaratives, I classified into three groups that differentiate between these two hypotheses (those involving *do*-support: those involving *be*, and those involving modals). Through three English-speaking children--Adam, Eve, and Sarah (Brown 1973) from CHILDES database (MacWhinney 2000), I show that neither hypothesis accurately accounts for the distribution of doubling errors. Instead, I propose that the main factor underlying doubling errors is the presence of the typologically unusual *do*-support.

## POSTER SESSION II

The development and use of a narrative skills test in British Sign Language

*Ros Herman, Nicola Grove, Gary Morgan, Hilary Sutherland, and Bencie Woll*  
City University, London

Although there exists a standardised test of comprehension in British Sign Language (BSL) (Herman et al. 1999), there are no published language tests for productive signing, either in the UK or internationally. This paper documents the development of a test of narrative skills in BSL based on Labov & Waletzky's (1967) high point analysis. The test uses a story recall task following viewing of a language-free video. Stories were collected from 60 children aged 3-13 years: 31 were native signers from deaf families; 29 were from hearing families, exposed to BSL before the age of 5 years. Children's stories were analysed to look at narrative structure (orientation, complicating actions, resolution, evaluation), content and morphosyntax in BSL (verbs types, aspect, manner, size and shape specifiers, and role shift). We present validity and reliability analyses on the measure and compare findings of children according to parental hearing status and age.

## POSTER SESSION II

The acquisition of the German focus particle *auch/too*: Comprehension does not always precede production

*Tanja Hüttner, Heiner Drenhaus, and Ruben van de Vijver*  
University of Potsdam  
*Jürgen Weissenborn, Humboldt University, Berlin*

The German focus particle *auch* ('too') occurs as a stressed and an unstressed variant, yielding two possible interpretations of sentences with *auch*, depending on the respective focus domain. As shown by Nesterstigt (2001), children produce both variants of *auch* at age 1;5. A picture selection task with children (age 2;11 - 7;8) and adults has shown that this productive knowledge of *auch* significantly precedes the interpretive knowledge. In addition, the data reflect that the comprehension of stressed *auch* is acquired before that of unstressed *auch*. These results are explained as an integration problem with the different types of focus information. While in the stressed variant of *auch* the lexical and the prosodic information coincides, in the unstressed variant the prosodic information is not on *auch* itself, but on a following element. In this case the lexical information and the prosodic focus information must be intergrated for a correct interpretation.

## POSTER SESSION II

Patterns in comprehension of verb morphology in Dutch: Evidence from syntactic bootstrapping experiments

*Evelien Krikhaar*  
University of Groningen

Sixty 2- and 3-year-old Dutch-speaking children participated in an experiment, which tested for syntactic bootstrapping of verbs. The results show that 2-year-old children, in contrast to 3-year-olds, are not able to rely on morphosyntactic information alone when asked to classify novel words as verbs. The data suggest a developmental pattern in the comprehension of verb morphology in Dutch, that relates to typical 'no-overlap' patterns for early verb production found in other studies on Dutch child language (De Haan 1987; Wijnen 1999; Blom 2003). In particular, the 2-year-olds show evidence for the absence of morphological complexity in their verb comprehension. The data will be discussed in relation to claims about the early segmentation of verb forms and the interpretation of specific morphological elements for children in this developmental stage, like the infinitival marker (-*en*) in Root Infinitives and its presumed modal reference (cf. Hoekstra & Hyams 1998).

## POSTER SESSION II

Addressing the syntax-semantics-pragmatics interface: The acquisition of the Japanese additive particle *mo*

*Kazumi Matsuoka*  
Keio University

The semantic interpretation of adverbs such as *only*, *also*, and *even* has been a central issue of alternative semantics for focus (Rooth 1996). Experimental research was conducted to investigate how children associate the syntactic position of the Japanese additive particle *mo* with the range of the possible alternative set. Unlike its English equivalents such as *also*, the range of the alternative set in the interpretation of *mo* is syntactically determined. Children from a daycare center in Osaka (mean 6;4) were tested with a Truth-value Judgment task (Crain & McKee 1985). Nearly half failed to demonstrate an adult-like comprehension of the sentences containing *mo*. Their response pattern indicated the possibility that their grammar provided a non-adult focus interpretation of *mo*, by choosing an alternative set regardless of the syntactic position of the focus item. Based on the finding, we will consider the process by which different focus items are interpreted.

## POSTER SESSION II

## On the acquisition of causatives in Japanese

*Keiko Murasugi and Tomoko Hashimoto, Nanzan University  
Sachiko Kato, Massachusetts Institute of Technology*

We investigate the acquisition process of the Japanese causative construction, which employs the morpheme *-(s)ase*. Based on a four-year longitudinal observational study with a Japanese-speaking child, we show that the construction is acquired in three steps. First, causative sentences are produced without the morpheme *-(s)ase*, and then, sentences like (1a) with a non-agentive causee are observed. And finally, children acquire more "regular" causatives with an agentive causee as in (1b).

- (1) a. Taroo-ga ningyoo-ni kutu-o hak -ase -ta  
Taroo-Nom doll -Dat shoes-Acc put.on-cause-Past  
'Taroo put the shoes on the doll.'  
b. Taroo-ga Hanako-ni hon-o yom-ase-ta  
Taroo-Nom Hanako-Dat book-Acc read-cause-Past  
'Taroo made/let Hanako read a book.'

This study provides support for Matsumoto's (2000) hypothesis that causatives with the morpheme *-(s)ase* are structurally ambiguous: they may have a complex structure with *-(s)ase* as an independent verb as generally assumed in the literature, but they may also have a simple structure with a non-agentive causee and *V-(s)ase* as the predicate.

## POSTER SESSION II

## Do restricted L1 structures emerge in the interlanguage grammar?

*Eunjeong Oh and Maria-Luisa Zubizarreta  
University of Southern California*

In this study we show that surface congruence between English Double Objects (DOs) and Korean Double Accusatives (DACC), as well as presence/absence of congruence with respect to type of licensor, plays a role in the acquisition of English DOs by Korean speakers. In the case of goal ditransitives, both languages require lexical licensing, although in Korean only 3 (albeit frequent) verbs license DACC. In the case of benefactive ditransitives, English requires lexical licensing, while Korean requires morphological licensing. Our results show that, while lack of congruence in the latter case gives rise to negative transfer, congruence in the former case gives rise to positive transfer, despite the fact that lexical licensing is heavily restricted in Korean.

## POSTER SESSION II

## The role of argument structure and object familiarity in Japanese children's verb learning

*Mutsumi Imai, Keio University  
Etsuko Haryu, University of Tokyo  
Hiroyuki Okada, Tokai University*

Previous research showed that young children had difficulty learning a new action verb, failing to generalize a novel verb to the same action when the object in the action was changed (Imai et al. 2002). The present research examined factors that might help children segregate the object from the representation of verb meaning. We tested whether explicit specification of the arguments facilitates verb learning even for Japanese children, who often hear verbs without arguments. Also manipulated was familiarity of the theme object. Because acquisition of verb meaning requires children to grasp the relation between nouns, children may learn verbs more easily when they have solid knowledge about the object. The effect for object familiarity was found, but specification of the argument structure did not improve their performance. These results are compared to the results from English-speaking children (Mayer et al. 2003), and implications about universal and language-specific properties of verb meaning acquisition are discussed.

## POSTER SESSION II

## Against the Aspect First Hypothesis

*Olesya Olbishevskaya  
University of Ottawa*

The study reports on two experiments testing the predictions of the Aspect First Hypothesis on Ukrainian. Experiment 1 tests young children's production by observing what verbal aspectual morphology (perfective or imperfective) children predominantly use to express past and present. Experiment 2 is a comprehension study. It tests whether children use perfective morphology to encode telicity, and imperfective atelicity, i.e., whether they mark lexical aspect with the help of overt grammatical aspect marker. The findings of the experiments provide evidence that 2;5-4;5-year-olds do not restrict their use of perfective grammatical aspect to past tense and imperfective to present. The results demonstrate that even the youngest children could comprehend past tense equally when it is applied to events that are completed and to events that are incomplete. Therefore, the results do not seem to support either version of the Aspect First Hypothesis.

## POSTER SESSION II

Learning definite determiners:  
Genericity and definiteness in English and Spanish

*Ana T Perez-Leroux, University of Toronto*  
*Alan Munn and Cristina Schmitt, Michigan State University*  
*Michelle Deirish, University of Toronto*

This paper reports 2 studies comparing the interpretation of definite plurals in English and Spanish. In Spanish, definite plurals can be interpreted as generics but English definite plurals cannot be, even in favoring contexts (present tense). Study 1 tested children's interpretation of definites with 8 stories about two atypical members of their kind (e.g., *zebras with spots*.) Yes/no questions evaluated generic or specific interpretations of the subject with definites, bare plurals and demonstratives. Study 2 examined children's ability to use tense to restrict definite generic interpretations. Our results show that while English children overgeneralize the use of definite plurals to generics, both Spanish and English children are sensitive to Tense as a restrictor of generic interpretations.

## POSTER SESSION II

The production of SE- and SELF-anaphors  
in Dutch child language

*Esther Ruigendijk, Sergio Baauw, Sergey Avrutin,*  
*and Nada Vasic*  
*Utrecht University*

Some Dutch verbs can take either SE- (*zich*) or SELF-anaphors (*zichzelf*), depending on the context. *Zich* is preferred in non-contrastive, and *zichzelf* in contrastive situations. According to Reuland (2001), *zich* enters a syntactic dependency with its antecedent by arity reduction of the predicate after checking and deletion of features. *Zichzelf* does not require arity reduction as it contains the nominal part *zelf* with interpretable features. 19 Dutch children participated in a story elicitation task eliciting *zich* and *zichzelf*. They correctly produced SELF-anaphors in 72.7% of the *zichzelf* situations, whereas they realized *zich* in only 30.6% of *zich* contexts, producing non-anaphoric, or empty elements. This shows that children are able to perform arity reduction, but preferably avoid it using other means of describing the situation. Accessing and processing of feature specification is unproblematic. Children correctly differentiate between the discourse situations, which is important since this can hardly be learned from input.

## POSTER SESSION II

Alternative grammars in acquisition:  
Markedness- vs. faithfulness-oriented learning

*Anthi Revithiadou, University of the Aegean*  
*Marina Tzakosta, Leiden University*

Crosslinguistically, a fixed set of markedness constraints derives children's templatic truncations. It has been argued that children's early productions realize the least sonorous segments of the preserved syllables of adult words. The proposal advanced in this paper, however, brings forward another crucial factor in the selection of the segmental make-up of such outputs, namely faithfulness to edgemost segments. More specifically, it is claimed that in the course of acquisition co-grammars, which exploit fine-grained markedness or faithfulness distinctions, are developed in parallel. In markedness-driven co-grammars, segmental selection is performed on the basis of sonority scales: *xri.stu.lis* ['tulich] 'Christ-DIM' whereas in faithfulness-driven co-grammars, the edgemost consonant is produced: *fri.ãa.'nu.la* ['fula]/\*'nula 'toast-DIM'. Consequently, Greek raises significant questions about the nature of constraints and the dynamics of their rankings that construct early grammars and shape intermediate ones (i.e., co-grammars) towards the final stages of phonological development.

## POSTER SESSION II

The acquisition of discontinuous verbal dependencies by  
German 19-month-olds: Implications for crosslinguistic  
language processing

*Michaela Schmitz, University of Potsdam*  
*Lynn Santelmann, Portland State University*  
*Barbara Höhle, University of Potsdam*

Recent work with English-speaking infants suggests that English-learning 18-month-olds can detect the relationship between discontinuous morphemes though this ability seems to be limited to locally restricted domains (Santelmann & Jusczyk 1998). This raises questions concerning processing of dependencies across languages. In German, verbal dependencies are generally separated by several constituents, even in child-directed speech (Santelmann 2003). If German infants have a processing window similar to English, they may be delayed in acquiring these dependencies. We present three experiments with the Headturn Preference Procedure testing German 19-month-olds' acquisition of discontinuous dependencies. Infants listened to grammatical sentences containing the auxiliary *hat* 'has' and the present participle, and ungrammatical sentences containing the modal *kann* 'can' and the same participle. Our results suggest that 19-month-olds are sensitive to these dependencies, but that their processing is influenced by the type of the intervening material. The relevance of lexical and structural factors for infants' processing capacities will be discussed.

## POSTER SESSION II

## Acquisition evidence for a unified view of focal ambiguity and stress

*Kriszta Szendroi  
Utrecht University*

Neutral stress (1) allows a wide focus interpretation, while marked stress does not (2) (Selkirk 1984).

- (1) He only threw a chair to PIGLET.  
Focus= {indirect object, VP}  
(2) He only threw a CHAIR to Piglet.  
Focus= {direct object, \*VP}

In fact, children initially only allow the wide interpretation for (1). Otherwise, they would face a learnability problem, since the wide focus reading entails the narrow reading (the semantic subset principle, Crain et al. 1994). Reinhart (forthcoming) argues that focus is identified at the interface, while others (e.g., É. Kiss 1998, Zubizarreta 1998) claim that focus is encoded in the syntax. The two views make different predictions for language acquisition of focus with marked stress (see 2). A truth-value judgment task modeled after Gennari et al. (2002) found results that support Reinhart's proposal and give further evidence for the findings of Crain et al. (1994).

## POSTER SESSION II

Children's understanding of the universal quantifier *wh+mo* in Japanese

*Kyoko Yamakoshi  
Cornell University*

In Japanese, *wh*-words are called indeterminate pronominals (Kuroda 1965) since they can be part of quantifiers. A universal quantifier corresponding to *every* is expressed by a *wh*-word with the particle *mo* (*wh+mo*). When *wh+mo* occurs with negation, it has a meaning close to the NPI *any*, although their behaviors are different in various respects. Since the forms of *wh+mo* and a *wh*-phrase are similar, children might misunderstand *wh+mo* as a *wh*-phrase. The results of our experiment show that children do misinterpret *wh+mo* as a *wh*-phrase when it is without negation, but, surprisingly, even three-year-old children interpret *wh+mo* correctly as a quantifier at much higher rates when it is with negation. The results suggest that children correctly understand *wh+mo* as a quantifier when it is with negation and that children are sensitive to the licensing of *wh+mo* by negation in the early stage of language acquisition.

## POSTER SESSION II

## Aspect marking and modality in child Vietnamese

*Jennie Tran and Kamil Ud Deen  
University of Hawaii, Manoa*

This paper examines the acquisition of aspect morphology in the naturalistic speech of one Vietnamese child, aged 1;9. We show that while the omission of aspect markers is the predominant error, errors of commission are somewhat more frequent than expected (~18%). Errors of commission are thought to be exceedingly rare in child speech (<4%, Sano & Hyams 1994), and thus it appears as if errors of commission in child Vietnamese are more common than in other languages. These errors occur exclusively with perfective markers in modal contexts, i.e., perfective markers occur with non-perfective, but modal interpretation. We propose, following Hyams (2002), that these errors are permitted by the child's grammar since perfective features license mood. Additional evidence from the corpus shows that all the perfective-marked verbs in modal context are eventive verbs. We thus further propose that the corollary to RIs in Vietnamese is perfective verbs in modal contexts.

## POSTER SESSION II

Japanese learners of English are easy to confuse *l* and *r*: Experiencer-raising in second language acquisition

*Noriaki Yusa, Miyagi Gakuin Women's University  
Kazunori Fukuchi, Sendai National College of Technology*

L2 learners acquiring English often produce non-target-like constructions as in (1). On the basis of L1 acquisition data on tough-constructions in Thornton (2001) and Anderson (2002), we will propose that Experiencer-Raising is responsible for the derivation of (1) as in (2). Experiencer-Raising can also be found in object-experiencer (OE) psych-verbs such as *embarrass* and *bore* as in (3). We will report that L2 learners who resort to Experiencer-Raising in the derivation of tough-constructions apply the same strategy to OE psych-verbs and produce (3) with the Experiencer in the subject position. Our proposal straightforwardly explains that the acquisition of subject-experiencer verbs such as *fear* and *love* presents few problems (White et al. 1998), since the Experiencer argument is generated in the subject position (Belletti & Rizzi 1998).

- (1) \*John is easy to catch cold.  
(2) John<sub>i</sub> is easy t<sub>i</sub> [PRO to catch cold].  
(3) \*I feel embarrassing when giving a speech.



**Session A--Metcalf Large**

A cultural perspective on the role of language in development of theory of mind: Japanese preschoolers' early understanding of (un)certainly

*Tomoko Matsui, International Christian University*  
*Yohko Murakami, Stanford University*  
*Taeko Yamamoto, Kyorin University*  
*Peter McCagg, International Christian University*

As research on Theory of Mind has progressed, the role of language in children's understanding of epistemic mental states has become a fertile area of investigation. Although Lillard (1998) and others have speculated that cultural and linguistic experience may influence the development of children's appreciation of the mental states of others, research has focused primarily on English-learning children. Here we present two complementary studies examining cultural differences in this domain: first, a naturalistic study of Japanese and US mothers' use of epistemic markers of certainty/uncertainty in speech to preschoolers, and second, an experimental study comparing Japanese and American children's sensitivity to uncertainty-markers in a word-learning task. We provide preliminary evidence that Japanese mothers' frequent use of particular epistemic markers facilitates children's early understanding of relative certainty. We also consider how the linguistic forms of epistemic markers may influence children's early production and understanding of speaker certainty.

**Session C--Terrace Lounge**

A definite pattern of L2-English article use:  
 The role of specificity

*Tania Ionin, Heejeong Ko, and Ken Wexler*  
*Massachusetts Institute of Technology*

This study examines article errors in L2-English: overuse of *the* with indefinites and overuse of *a* with definites. We trace both error types to one source: the role of specificity in L2-English, where specificity is defined as 'speaker knowledge of the referent' (cf. Fodor & Sag 1982). Articles cross-linguistically can be distinguished on the basis of definiteness (as in English) or on the basis of specificity (as in Samoan – see Mosel & Hovdhaugen 1992). We hypothesized that L2-English learners fluctuate between the two systems, optionally treating *the* as [+definite] or [+specific]. This hypothesis was tested in an elicitation study with adult L1-Russian and L1-Korean learners of English. As predicted, the learners' overuse of *the* occurred predominantly with [+specific] indefinites, and overuse of *a* – with [-specific] definites. We conclude that L2-learners have access to the features definiteness and specificity, but have not yet learned which feature determines the distribution of English articles.

**Session B--Conference Auditorium**

The role of optional vs. obligatory cues in the acquisition of passive in two dialects of English and in language impairment

*Barbara Zurer-Pearson*  
*University of Massachusetts, Amherst*

Multiple cues in Mainstream American English (MAE) signal the passive, but some of those elements are optionally represented in African-American English (AAE) and are often compromised in language impairment (LI). This study compared AAE and MAE typically-developing (TD) and language-impaired children's use of obligatory versus optional cues, both by demographic group and with respect to the individual's own use of passive morphology (*-ed* and *be*). To test comprehension, prompts were simple passives (*the elephant was pushed*) and complex passives with implicit information about objects and verbal aspect (*the boy's face was being painted*). Production of *-ed* and *be* was elicited with a different set of items (Seymour, Roeper, & deVilliers 2003). Subjects were 861 TD and 397 LI children, ages 4 to 12. All but 2 TD children in both dialect groups demonstrated some knowledge of passive by age 5. LI children scored lower on all types of passives (from age 5). Further, children with higher levels of morpheme production were more likely to show greater mastery of complex passives. These data support the view that obligatory elements are more effective cues than optional ones.

**Notes**

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## Alternates

## Asymmetries in cluster acquisition in word initial vs. medial position

Della Chambless

University of Massachusetts, Amherst

The focus of this study is intermediate stages in the acquisition of consonant clusters. I investigate whether the position (word-initial v. word-medial) and type (stop-liquid v. s-stop) of cluster affect patterns of reduction in child speech. Medial position differs from initial position in that clusters can be split up across two syllables. If codas are present in the child's speech, preservation of both consonants in intervocalic position is possible (=VC.CV), even if complex onsets are disallowed. Results from the experiment show that in word initial position, stop-liquid clusters are reduced less often than s-stop clusters, while in medial position, there is a non-significant trend in the opposite direction. These results point to a role for syllable-contact. From separate analyses of individual data, a partial typology emerges in which rankings of relevant markedness constraints with Max produce different developing grammars in which cluster production is often non-uniform across type and position.

## Alternates

External and internal possession:  
A comparative study of German and Japanese child language

Sonja Eisenbeiss and Ayumi Matsuo

Max Planck Institute, Nijmegen

Languages differ with respect to POSSESSOR-POSSESSUM relations: In external possessor constructions, POSSESSOR and POSSESSUM are encoded in separate constituents and the POSSESSOR is treated as a core verbal argument (Payne 1994). In German, POSSESSORS carry dative marking and POSSESSUMS occur in separate phrases (*Der Mann wäscht [dem Hund]DAT [die Pfote]AKK* 'The man washes the dog the paw'). In Japanese, both POSSESSUM and POSSESSOR are encoded in one NP (*Otoko-no-ko-ga [[uma-no]-senaka-ni]DAT [kura-o]AKK tuketa*). This is possible in German, although dispreferred. We analyzed spontaneous and elicited data from 24 2-6-year-old German and Japanese children, showing that (i) children were sensitive to input patterns from the beginning, and (ii) external possession constructions were more error-prone than internal possession constructions. These findings are attributed to the fact that for these constructions children have to create a coherent argument-structure representation that captures all possessive or causal relations obtaining between the individual event participants.

## Alternates

## Object agreement and specificity in Nairobi Swahili

Kamil Ud Deen

University of Hawai'i, Manoa

This paper investigates object agreement in child Nairobi Swahili using an original corpus collected from four children (ages 1;8-3;0). Object Agreement (OA), which is a prefix on the Swahili verbal complex, is required when the object is specific, but prohibited when the object is non-specific. While specificity is difficult to determine from context alone, there are two contexts in which OA can be reliably predicted. OA is (i) prohibited in intransitive clauses (due to the absence of any object); (ii) obligatory when the object is a name (names are obligatorily specific). An analysis of the child utterances shows that OA rarely occurs in intransitive clauses (4/957). Moreover, of the 963 names in the corpus, 27 are unambiguously objects, of which 25 (93%) occur with an appropriate OA marker. The conclusion is that Swahili children have knowledge of the specificity requirement on OA (cf. Schaeffer 2000; Avrutin & Brun 2001).

## Alternates

Developmental issues on the interpretation of focus particles  
by Japanese children

Mika Endo

Tokyo Women's Medical University

This study presents the findings of an experiment designed to examine how Japanese-speaking children make a scope interpretation of the two focus particles, *dake* and *sika(-nai)*, Japanese counterparts of *only*. The experiment involved 32 monolingual Japanese children aged 3;6 to 5;10, and was conducted by the Truth-Value Judgment Method. Crain et al. (1992) and Philip & Lynch (2000) have reported that children tend to produce sentences in which the interpretation of *only* does not seem to be determined by its surface position. This paper shows that Japanese-speaking children display the same tendencies as English-speaking children when they interpret *dake/sika(-nai)* sentences. In addition, the result of the experiment indicates that there exists an asymmetry between subject and object positions: while children have difficulties with the focus particle in subject position, they can make a correct scope interpretation of the focus particle in object position. This asymmetry is observed across the age groups.

## Alternates

The acquisition of morphology does not trigger the acquisition of underlying syntactic properties in SLA:

Evidence from the L2 acquisition of number specification on Spanish quantifiers

*Manuel Español-Echevarría and Phillipe Prévost  
Laval University*

This paper examines whether the acquisition of morphology and syntax develop independently (the Separation Hypothesis [SH]) or not (the Rich Agreement Hypothesis [RAH]) by focusing on the acquisition of number specification on some Spanish quantifiers by Francophone speakers. In Spanish, quantifiers such as *bastante* 'enough' are specified and inflected for number and directly precede the head noun, in contrast to their French counterparts, where a dummy preposition *de* must appear inside the DP so that the Case features of the noun can be checked. Results from a grammaticality judgment task and a production task show that intermediate and advanced learners perform poorly on inflection with some quantifiers, and at the same time reject usage of *de*. This suggests that they have acquired Number specification on these quantifiers, which allows Case marking on the following noun, without producing the appropriate morphology. These results confirm the SH, but not the RAH.

## Alternates

The acquisition of discontinuous verbal dependencies by German 19-month-olds: Implications for crosslinguistic language processing

*Michaela Schmitz, University of Potsdam  
Lynn Santelmann, Portland State University  
Barbara Höhle, University of Potsdam*

Recent work with English-speaking infants suggests that English-learning 18-month-olds can detect the relationship between discontinuous morphemes though this ability seems to be limited to locally restricted domains (Santelmann & Jusczyk 1998). This raises questions concerning processing of dependencies across languages. In German, verbal dependencies are generally separated by several constituents, even in child-directed speech (Santelmann 2003). If German infants have a processing window similar to English, they may be delayed in acquiring these dependencies. We present three experiments with the Headturn Preference Procedure testing German 19-month-olds' acquisition of discontinuous dependencies. Infants listened to grammatical sentences containing the auxiliary *hat* 'has' and the present participle, and ungrammatical sentences containing the modal *kann* 'can' and the same participle. Our results suggest that 19-month-olds are sensitive to these dependencies, but that their processing is influenced by the type of the intervening material. The relevance of lexical and structural factors for infants processing capacities will be discussed.

## Alternates

Do restricted L1 structures emerge in the interlanguage grammar?

*Eunjeong Oh and Maria-Luisa Zubizarreta  
University of Southern California*

In this study we show that surface congruence between English Double Objects (DOs) and Korean Double Accusatives (DACC), as well as presence/absence of congruence with respect to type of licenser, plays a role in the acquisition of English DOs by Korean speakers. In the case of goal ditransitives, both languages require lexical licensing, although in Korean only 3 (albeit frequent) verbs license DACC. In the case of benefactive ditransitives, English requires lexical licensing, while Korean requires morphological licensing. Our results show that, while lack of congruence in the latter case gives rise to negative transfer, congruence in the former case gives rise to positive transfer, despite the fact that lexical licensing is heavily restricted in Korean.

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**BUCLD 29**

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# Index

## A

Acknowledgements 5  
Adams, Kent 28, 35, 58  
Addy, Dede 28, 58  
Allen, Shanley 24, 42, 58  
Anggoro, Florencia 36, 58  
Arnold Publishers 58  
Arteagoitia, Igone 40, 58  
Avrutin, Sergey 47, 58

## B

Baauw, Sergio 47, 58  
Baker, Wendy 36, 58  
Barlow, Jessica 16, 58  
Barriere, Isabelle 20, 58  
Been, Pieter 13, 58  
Berk, Stephanie 19, 58  
Blackwell Publishing 58  
Blume, Maria 26, 58  
Bongaerts, Theo 54, 58  
Boroditsky, Lera 19, 58  
Boxtel, Sonja van 54, 58  
Brookes Publishing Co. 58  
Bunger, Ann 36, 54  
Bustard, Jennifer 44, 58

## C

Cabrera, Mónica 26, 58  
Cassidy, Kimberly 55, 58  
Chamberlain, Charlene 21, 58  
Chambers, Kyle 54, 58  
Chambless, Della 26, 56, 58  
Chapman, Katherine 18, 58  
Chater, Nick 55, 58  
Chevrot, Jean-Pierre 18, 58  
Christiansen, Morten H. 29, 55, 58  
Clahsen, Harald 32, 41, 58  
Coles-White, D'jaris 35, 58  
Collins, Molly 38, 58  
Coopmans, Peter 14, 58  
Coppen, Peter-Arno 54, 58  
Coppola, Marie 22, 58  
Côté, Marie-Hélène 18, 58  
Crain, Stephen 33, 59  
Cronel-Ohayon, Stephany 34, 59  
Curtin, Suzanne 53, 59

## D

Deacon, Hélène 44, 59  
Deen, Kamil Ud 48, 56, 59  
Deirish, Michelle 47, 59  
Dekydtspotter, Laurent 49, 59  
Demuth, Katherine 41, 59  
deVilliers, Jill 35, 59

Dockrell, Julie 15, 59  
Drenhaus, Heiner 45, 59  
Dye, Cristina 26, 59

## E

Ebbels, Susan 15, 59  
Eisenbeiss, Sonja 44, 56  
Endo, Mika 44, 56, 59  
Español-Echevarría, Manuel 57, 59

## F

Fennell, Christopher 13, 59  
Fernald, Anne 31, 36, 59  
Fisher, Cynthia 41, 54, 59  
Flevaris, Taki 36, 59  
Fodor, Janet Dean 8, 25, 59  
Foley, Claire 26, 59  
Fukuchi, Kazunori 48, 59  
Fuse, Akiko 26, 59

## G

Gavruseva, Elena 52, 59  
General Information 6  
Genesee, Fred 24, 59  
Geren, Joy 30, 59  
Gierut, Judith 27, 59  
Gilkerson, Jill 27, 59  
Gleitman, Lila 37, 55, 59  
Goad, Heather 55, 59  
Goldin-Meadow, Susan 23, 59  
Goldvarg-Steingold, Eugenia 21, 59  
Golinkoff, Roberta Michnick 33, 59  
Gomez, Rebecca 18, 59  
Gordon, Peter 52, 59  
Goro, Takuya 20, 59  
Graduate Linguistics Student Association  
University of Massachusetts,  
Amherst 58  
Graham, Anne 36, 59  
Grinstead, John 34, 59  
Grohne, Kristy 36, 59  
Grove, Nicola 45, 59  
Grüter, Theres 33, 59  
Gualmini, Andrea 28, 33, 59

## H

Hahne, Anja 41, 59  
Ham, Wendy 19, 59  
Hamann, Cornelia 34, 59  
Hammond, Amy 24, 59  
Hara, Masahiro 27, 59  
Harvard Education Publishing Group 58  
Harvard University Press 58  
Haryu, Etsuko 28, 46, 59  
Hashimoto, Tomoko 46, 59  
Hattori, Ryoko 44, 59  
Herman, Ros 45, 59  
Hilaire, Geraldine 42, 59

Hirsh-Pasek, Kathy 28, 34, 60  
Hockema, Stephen 16, 60  
Höhle, Barbara 47, 57, 59  
Holtheuer, Carolina 30, 60  
Howard, Elizabeth 40, 60  
Huang, Hsuan-Hua 32, 60  
Huang, Pauline 21, 60  
Hüttner, Tanja 45, 60

## I

Imai, Mutsumi 28, 46, 60  
Immordino-Yang, Mary Helen 27, 60  
Ionin, Tania 50, 60

## J

Jakubowicz, Célia 17, 60  
Jia, Gisela 28, 39, 60  
John Benjamins Publishing Company 58

## K

Kamenskaya, V.G. 38, 60  
Kampen, Jacqueline van 19, 60  
Kato, Sachiko 46, 60  
Kehoe, Margaret 42, 60  
Kessler, Kathy 18, 42, 60  
Kim, Ji-Hye 23, 60  
Kirk, Cecilia 15, 41, 60  
Klein, Elaine C. 28, 35, 60  
Ko, Heejeong 50, 60  
Kovács, Ágnes M. 49, 60  
Krikhaar, Evelien 45, 60  
Krul, Margreet 14, 60

## L

Landau, Barbara 29, 60  
Lany, Jill 18, 60  
Lardiere, Donna 22, 60  
Lawrence Erlbaum Associates 58  
LeCorre, Mathieu 39, 60  
Lee, Joanne 53, 60  
Lee, Yongeun 36, 60  
Lely, Heather van der 15, 16, 60  
Leonard, Shane 28, 60  
Li, Peggy 32, 39, 60  
Lidz, Jeffrey 36, 54, 60  
Lucy, John A. 37, 60  
Lust, Barbara 26, 60

## M

Mack, Molly 36, 60  
Maguire, Mandy 34, 60  
Marshall, Chloe 16, 60  
Martin, Isabel 30, 60  
Martohardjono, Gita 42, 60  
Matsui, Tomoko 50, 60  
Matsuo, Ayumi 44, 56, 60  
Matsuoka, Kazumi 45, 60  
Mayberry, Rachel 21, 60

McCagg, Peter 50, 60  
McDonough, Laraine 26, 60  
McMahon, Erin 36, 60  
Meissner, Antje 51, 60  
Meyer, Meredith 28, 34, 60  
Miller, Karen 30, 60  
Mintz, Toben 35, 60  
Miyamoto, Yoichi 51, 60  
Monaghan, Padraic 55, 60  
Montrul, Silvina 23, 61  
Morgan, Gary 20, 45, 61  
Morrissette, Michele 27, 61  
Mueller, Jutta 41, 61  
Munn, Alan 47, 61  
Murakami, Yohko 50, 61  
Murasugi, Keiko 46, 61  
Musolino, Julien 28, 61

## N

Naigles, Letitia R. 53, 61  
Nakajima, Motoki 49, 61  
Narasimhan, Bhuvana 51, 61  
Nelson, Jennifer 53, 61  
Newport, Elissa 17, 22, 61  
Nicol, Tamara 29, 61

## O

Ogura, Tamiko 38, 61  
Oh, Eunjeong 46, 57, 61  
Okada, Hiroyuki 46, 61  
Okada, Keiko 51, 61  
Olbishevskaya, Olesya 46, 61  
Onishi, Kristine 54, 61  
Outcalt, Samantha 49, 61  
Özçalışkan, Seyda 23, 61

## P

Pan, Ning 17, 61  
Papafragou, Anna 37, 55  
Pence, Khara 29, 61  
Perez-Leroux, Ana T 47, 61  
Peterson-Hicks, Jessica 36, 61  
Planting, Esther 14, 61  
Prévost, Phillippe 57, 61  
Pruden, Shannon 34, 61  
Pugach, Yana 28, 35, 61  
Pulverman, Rachel 28, 33, 61

## R

Ramscar, Michael 19, 24, 61  
Realí, Florencia 29, 55, 61  
Resnik, Philip 29, 61  
Revithiadou, Anthi 47, 61  
Rice, Mabel 43, 61  
Ring, Melanie 32, 61  
Rispen, Judith 13, 61  
Rodale Publishers 58  
Roepert, Thomas 35, 40, 61

Rose, Tamara 28, 35  
Roulet, Leslie 17, 61  
Royle, Phaedra 29, 61  
Ruigendijk, Esther 47, 61

## S

Saffran, Jenny 52, 61  
Sano, Tetsuya 49, 61  
Santelmann, Lynn 47, 57, 61  
Sarnecka, Barbara 38, 61  
Schedules 8, 9, 10, 11, 12  
Schedule at-a-glance 7  
Schmitt, Cristina 30, 47  
Schmitz, Michaela 47, 57, 61  
Schulz, Petra 51, 61  
Schütze, Carson 21, 61  
Schwartz, Richard 18, 61  
Seidl, Amanda 15, 61  
Sethuraman, Nitya 30, 61  
Shafer, Valerie 18, 42, 61  
Shapiro, Lauren 20, 61  
Sheffield, Ellyn 40, 62  
Shirai, Yasuhiro 28, 62  
Shui, Rende 39, 62  
Shutts, Kristin 21, 62  
Singh, Leher 30, 62  
Skarabela, Barbora 42, 62  
Snedeker, Jesse 30, 32  
Sneed, Elisa 36, 62  
Snyder, William 17, 40, 62  
Soares, Carla 39, 62  
Solt, Stephanie 28, 35, 62  
Song, Hyun-joo 41, 62  
Spelke, Elizabeth 21, 62  
Stites, Jessica 41, 62  
Storkel, Holly 14, 27, 62  
Stoyneshka, Iglia 28, 35, 62  
Strid, Evar 36, 62  
Stromswold, Karin 40, 62  
Su, Yi-ching 13, 62  
Sutherland, Hilary 45, 62  
Suzuki, Takaaki 32, 62  
Syrett, Kristen 36, 62  
Szendroi, Kriszta 48, 62

## T

Table of Contents 3  
Tesan, Graciela 31, 62  
Thiessen, Erik 52, 62  
Thompson, Susan 17, 62  
Thordardottir, Elin 29, 62  
Thornton, Rosalind 38, 62  
Thorpe, Kirsten 31, 62  
Tran, Jennie 48, 62  
Trofimovich, Pavel 36, 62  
Tzakosta, Marina 47, 62

## U

Uchikoshi, Yuuko 39, 62  
University of Chicago Press 58  
Unsworth, Sharon 53, 62

## V

Vasic, Nada 47, 62  
Viau, Joshua 36, 62  
Vijver, Ruben van de 45, 62  
Vlasveld, Ilse 14, 15, 62

## W

Waters, Gloria 21, 62  
Weissenborn, Jürgen 45, 62  
Welcome 4  
Werker, Janet 13, 53, 62  
Wexler, Ken 50, 62  
White, Katherine 30, 62  
White, Lydia 55, 62  
Wijnen, Frank 14, 62  
Wilsenach, Carien 14, 62  
Winn, Matthew 29, 62  
Woll, Bencie 20, 45  
Wright, Sandra 22, 62

## Y

Yamakoshi, Kyoko 48, 62  
Yamamoto, Taeko 50, 62  
Yamana, Yuko 38, 62  
Yoshinaga, Naoko 32, 62  
Young, Junko 14, 62  
Yuan, Sylvia 32, 62  
Yudovina, J.B. 38, 62  
Yusa, Noriaki 48, 62

## Z

Zangl, Renate 36, 63  
Zapf, Jennifer 23, 63  
Zoelen, Albert van 14, 63  
Zubizarreta, María Luisa 26, 46, 57, 63  
Zuckerman, Shalom 15, 63  
Zurer-Pearson, Barbara 50, 63  
Zwanziger, Elizabeth 24, 63

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